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ABSTRACT

This curriculum guide for fifth-grade teachers contains values-based classroom lessons on the topic of group action. The lessons are intended to assist students in the development of a positive self-concept and inter- and intrapersonal skills necessary for individual and group effectiveness. Teaching techniques include use of transparencies and filmstrips and classroom discussion with an emphasis on group processes and interaction. Units presented include the following: A Discussion without the Teacher Nearby, The Development of Policy Statement, and Redevelopment and Continued Independence. Each unit outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For some lessons all necessary classroom materials are included. Appendices include procedures for group discussion and role playing and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time.
(Author/RM)

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LEVEL 5

PATTERN OF HEALTHFUL LIVING: A PROCESS FOR GROUP ACTION

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE
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SO 008 909

VALUES EDUCATION

Harris County Department of Education
Office of County School Superintendent

FEB 04 1976

PATTERN

OF

HEALTHFUL LIVING

A Values Curriculum

Second Revision

A PROCESS FOR GROUP ACTION

LEVEL FIVE

Jack Sheridan

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent
1974

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PROGRESS AND CAUTION

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through eight.

The focusing goal of a values-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D
Project Coordinator

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PREFACE

Rationale

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

Goals

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alconolism: "The ultimate aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

   A. Understanding how a value system evolves.
   B. Appreciation of value systems operating in a multi-ethnic society.
   C. Experiences in examination of values both personal and societal.
   D. Experiences in resolution of value conflict and value clarification both personal and societal.

A PROCESS FOR GROUP ACTION

INTRODUCTION

> "We've got to return to those values which made this country great! Especially in the schools there is need for teachers to once again teach those ideas which explain what we are all about!"

Why would anyone want to challenge this statement? In a school board meeting, who would dare to express concern with this speaker's emphatic pronouncement? Yet there are educators who would not accept the speaker's ideas without further clarification.

The critic might start by asking, "How can we return if we never have been?" or "What specific values are you talking about?" Undoubtedly the speaker is making reference to democratic values and he is assuming that teachers today spend less time teaching such values than their counterparts of former years. In actuality it is doubtful if very many teachers at any time have taught so students can have a depth understanding and application of "those values which made us great."

Jacob Klein, in his American Values and American Education, strikes at this issue of divergence between democratic values and traditional teaching methods. He argues that a society which seeks the promotion and perpetuation of better living through self-efforts should have an educational system which corresponds and operates in like manner.[1] But instead we

[1]Jacob Klein, American Values and American Education (Jericho, New York: Exposition Press, 1973), p. 10.

have schools which stress competition above all else. Many classrooms remain as isolated cells of authoritarianism where the development of democratic skills and understandings is left to chance or ignored. Some who attempt development believe that memorizing creeds or daily flag saluting will do the trick.

If a classroom teacher is to help children achieve application of ideas, then the learning environment should be set so there is freedom to explore and test these same ideas. Democratic values represent complex ideas and call for a life style of self-discipline and humanistic concern. There can not be a light treatment or a series of lectures--children must live the democratic process if it is ever to be reality to them.

Purpose of this Fifth Grade Study on Values

The central purpose of this fifth grade study is to help children develop an understanding and application of these basic democratic principles:

1. Respect for the dignity and worth of the individual;
2. Concern for the common welfare;
3. Faith in the intelligence of common men to rule themselves;
4. Use of reason and persuasion rather than force for solving problems and settling controversies.

To achieve this development, students will create a process for positive group action within the classroom. In other words, the learning environment will be arranged so students have an opportunity to build a systematic, democratic means of objectively dealing with social issues and concerns. Their process will embody the above principles and can be used to clarify values,

solve problems and implement policy. They will have a system for living according to democratic thought.

The Scope and Sequence of This Study

To accomplish the task of creating this system or process, a number of operations have been prescribed. The following list briefly describes these tasks.

1. There is an introductory unit in which the students are posed the problem of resolving issues without the teacher as discussion leader or principle decision maker.
2. The students, with teacher as a temporary leader, discuss and then develop a procedure for having discussions and resolving issues without the omnipresence of adult authority figures. This procedure will become the process, and its physical form will appear as a series of policy statements for guiding behavior and prescribing action.
3. A series of situations and problems then will be given so students can test and refine their process.
4. Finally, their process will be made ready for use in dealing with the real, everyday issues which may confront the children in the school environment.

A PERSONAL NOTE

After reading the foregoing introduction, the reader may react with questions such as, "But haven't I seen or heard this somewhere before? What is different between this and the student council concept which we have had for years?" As the writer of this aspect of the project, allow my response to such concerns.

As a former classroom teacher I have concerned myself with helping students realize effective democratic living. This unit has been tested many times with youngsters from age eight to twelve. Each time it was tried, the students created a list of policy statements similar to any list which we adults use to guide and direct our behavior in town meetings or in policy making situations. Invariably, their statements or process embodied democratic ideas.

The uniqueness of this study is that students create and apply the policy statements. This is not to say that the teacher's part is unimportant. As you will see, the teacher plays a very important role. In the end, however, the process is and must be a student product. The process will function only if the children believe it is their own. At the same time it will give them a chance to live according to democratic principles.

STATEMENT OF PROCEDURE

This study is composed of a number of units, each of which has stated general purposes and terminal objectives. For each unit there is an indication of those concepts which the children should come to understand as a result of their work. Learning experiences are specified in each unit.

In the learning experience phase of each unit, procedural details are given. The following organizational format will be used for every specific experience.

1. Time: Some indication of time will be given for each experience. The teacher need not rigidly adhere to suggested time allotments.

2. Enabling Objective: This is a sub-objective of the given terminal objective for the unit. It specifies an expected performance for each learning experience. Said another way, it states a behavioral level the students should reach if they ultimately are to achieve a given terminal objective.

3. General Procedure: Following the enabling objective will be a brief statement pointing out the main events of the experience.

4. Teacher Initiation and Specific Procedure: This part informs the teacher with regard to her necessary actions. In some cases specific statements are given for her use.

5. Anticipated Student Response: To further aid the teacher, student remarks and reactions are shown. Such anticipated responses should help the teacher understand what to expect and give additional insight into the developing process.

6. Special Note: This part relates words of caution or emphasizes certain roles and actions by the teacher.

7. Alternative: For some of the learning experiences, alternative actions by the teacher and/or students are suggested. The teacher may choose to follow the alternative course if she feels uncomfortable toward the main, given procedure.

8. Evaluation: For some of the learning experiences evaluation procedures are given.

9. Materials: Teaching aids and materials will be specified each time.

INTRODUCTION-MOTIVATION UNIT

"A DISCUSSION WITHOUT THE TEACHER?"

Purposes:

1. To develop readiness and a need for a process which can be used to guide behavior in a group setting.
2. To stimulate desire for the development of this process.

Concepts:

Process, system

Prerequisites:

None

Terminal Objectives:

1. The students can express why they would not be able to carry out a given self-directed group activity
2. The students can state isolated ideas on how to remedy the situation so they can be self-directed.

Learning Experiences:

1. "The Disappearing Playground"

Time:

Forty to sixty minutes

Enabling Objective:

Following a regular kind of teacher led discussion, the students will note that they were able to express ideas and possible solutions regarding the playground problem.

General Procedure:

Given Transparency Set A, "The Disappearing Playground", have the students react to the situation depicted by the transparencies.

Teacher Initiation and Specific Procedure:

The teacher may start this session by showing Transparency Set A-1, which is a map of an elementary school with a relatively large playground area. Explain this to the students and give them a chance to talk about the kinds of games which the students probably play on the grounds. (i.e. "Do you suppose the students at this school play football? Which area on the map most likely is where the children play football?)

Then show Transparencies A-2 and A-3. Ask the students to differentiate the transparencies. Explain that the school is an experimental school on a college campus and that the college is growing. Hence, new buildings are being constructed on the playground space, as is shown in A-2 and A-3. As the students begin to respond, use the following questions to guide their discussion:

A. What problem(s) do you see here? (Children are losing their playground space. They will all have to play in a smaller area. It will be crowded.)

B. How do you think the children feel? (Most likely, the students feel unhappy.)

C. Do you believe they can do anything to help the situation? What suggestions do you have? (They may have to start playing some new games. There will have to be a new schedule. They all can't play at once.)

In this discussion allow a free flow of ideas. Do not press for a set of conclusions. Let them develop their own ideas.

After students have talked about the disappearing playground situation, point out how they were able to discern a problem and express some specific ways of dealing with it. Praise them for their efforts.

Finally, extend their talk to include how they would feel toward having student directed discussions and activities. In other words, "would you, the students, like having discussions where there is a minimum of adult supervision?"

Anticipated Student Response:

Something like the disappearing playground situation usually stimulates interest and a good discussion. Expect them to have a number of general and specific solutions for helping the children resolve their situation.

Special Note:

Do whatever is possible so this initial discussion will stimulate interaction and good feeling. If this beginning effort is successful, there will be interest in having additional discussions of a similar nature. This discussion represents a readiness activity.

Alternative:

The given discussion on the disappearing playground is not sacred. You may choose to begin with another topic which you believe is more pertinent or of higher interest to the group. The main caution here is to choose something which is not threatening to anyone. Don't use a topic which will inhibit interaction.

Evaluation:

None

Materials:

Transparency Set A (See Appendix for master)

2. "What Should I Do?"

Time:

Forty to sixty minutes

Enabling Objective:

Following a regular kind of teacher discussion, the students can respond positively to the idea of having

similar type discussions directed by themselves.

General Procedure:

Given a personal concern expressed by Janet in excerpts from her diary, have students react to the alternative solutions Janet proposes for dealing with the problem. This experience is followed by asking how well the discussion would have gone without the teacher present.

Teacher Initiation and Specific Procedure:

Start by asking, "How would you like to read someone's diary? I have a little friend who keeps a diary, and like most people who keep diaries, she won't let anyone read it. So now is your chance! I have part of a fifth grade girl's diary, and she is concerned about something, as you will see. Her name is Janet and she attends the school where there is the disappearing playground. Read the diary and let's try to decide what her problem is."

Place the picture of Janet where all can see.

Read the diary excerpts as they read them silently. Ask them to determine what the word "disruptive" means as you read. Following the teacher reading, allow a few minutes for students to reread it or to think about what they have read. Then ask the students to verbalize in their own words Janet's concern. (As a class discussion leader, Janet is having problems with the girl she has been trying to help.)

Have them respond to Janet's alternatives for dealing with the concern. Ask, "How do you feel about Janet's possible answers to her problem? Which one do you think would be best for her to use?" In considering the latter question, have them reread the last paragraph of the diary.

After students have discussed Janet's situation, point out that "we" (students and teacher) have had a discussion during which the teacher was primarily responsible for giving direction and maintaining order. Ask how different the discussion might have been had a student been selected to direct it. Help them recall how the diary entries indicated that Janet was leading class discussions without the teacher involved. Raise the question, "Could we do the same kind of thing?"

Give them a chance to begin reacting and then ask, "What would have happened if I (the teacher) had selected a student to lead the discussion and then left the classroom?" Allow time for them to speculate.

Finally, extend their talk to include how they would feel toward having student directed discussions and activities. In other words, "Would you (the students) like having discussions where there is a minimum of adult supervision?"

Anticipated Student Response:

Like the disappearing playground situation, Janet's problem should stimulate interest and a good discussion. This discussion provides a setting which allows the children to more easily respond when the teacher asks them about directing their own discussions.

Regarding a solution for Janet, most students probably choose either the third or fourth alternatives offered by Janet in her diary.

The students may act somewhat surprised when the teacher asks questions regarding the idea of self-directed group activities. They may be a little slow in responding to the questions, and most responses probably will indicate that they would not be able to accomplish very much without an adult in charge. If what has happened in the past is any indicator, they will respond positively to the idea of directing some of their own activities. Some will be quite enthusiastic, others more reserved and cautious. ("A discussion without the teacher around? Does she really mean it?")

Special Note:

Throughout the discussion period, act as an expeditor. In other words, keep the stage set so there is nothing to inhibit responsiveness. Indicate that for Janet's concern there is no answer--you are not hoping they will all arrive at the same conclusion.

This discussion brings students to the beginning point of preparing their own process for group action.

Alternative:

Use your own discretion in choosing another topic for this second discussion period. As in the case of Janet above, fashion the discussion so there is smooth transition into the question of having discussions or group work without direct adult supervision.

Evaluation:

There is no formal evaluation. The students should achieve the enabling objective during the latter part of the discussion.

Materials:

Individual pictures of Janet and Sara; ditto copies of Janet's diary entries. (See Appendix)

JANET'S DIARY

Thursday, November 1

Dear Diary:

Julie and I have been helping Sara a lot lately. Remember that Sara is a new girl and hardly anyone likes her. She always comes to school in dirty, wrinkled clothes and she never brushes her hair. Well, yesterday we brushed her hair during morning break and Mrs. Lessner let us use a piece of blue ribbon for a bow. Sara seemed much happier for awhile.

Today Julie and I included her in our jump roping exercises. She isn't very good yet, but give us time. We're trying to help her feel happier. Maybe then more kids will like her.

Yours, Janet

Monday, November 5

Dear Diary:

Today was a real special day! I was elected class discussion leader for one week! Our class is going to talk about ways of solving our playground problem. Remember that the university is constructing new buildings on our playground, and we now have much less space. Our class decided to discuss the matter. We hope to come up with some answers to our problem.

During our discussions Mrs. Lessner will sit in the back of the room and watch. I will lead the class in discussing our problem. During last month we made up a list of statements to guide us in our class discussions.

Yours, Janet

Wednesday, November 7

Dear Diary:

Oh, what a day! Yesterday we had our first student-led discussion and everything went perfect. Almost everyone had all kinds of good ideas for solving our playground problem. I had no problems keeping order. Today was a little different story.

Sara, who I have tried so hard to help, kept making noises and talking out of turn. Usually she is quiet as a mouse. Today she was terrible and everyone was mad at her for making our discussion less than perfect.

After the discussion she was friendly and wanted to play with Julie and me. We let her play because I don't want to hurt her feelings. She can be so sensitive! Maybe tomorrow she will be good.

Yours, Janet

Thursday, November 8

Dear Diary:

Today our discussion went perfect except for--you guessed it, Sara! Oh! I'm so mad at her! She is real nice to me until discussion time. Then she giggles and says corny things. No on laughs and all the other kids want me to throw her out.

According to our class discussion rules, I can ask a disruptive student to stand in the hall while we have our discussion. Should I do that to Sara?

I'll write more tomorrow. Mother wants me to go grocery shopping with her.

Yours, Janet

Friday, November 9

Dear Diary:

Today was my last day as discussion leader. It has been kind of fun. The class has come up with some good ideas for using what playground space we have left. We even have some ideas for new games that can be played in small spaces. Next Monday, Mr. Gibson, our principal, will come to class and hear our plans.

He has already shown a lot of interest in what we have been doing. He said in September that we should come up with a plan for using the playground. After all, we are the ones who play out there.

Mrs. Lessner has complimented us on our group discussion method. She said we carried on very well and she especially liked the way in which most students took time to listen to others' ideas. At the end of my last discussion period, Mrs. Lessner said I was "super" and the class clapped for me. For a moment I thought I was going to cry!

Still, I must admit that Sara took a lot of joy away from my experience as discussion leader. Even today she was noisy and disruptive. After the discussion period, she was very nice to me. Only during the discussion was she a problem.

Next time Julie is leader and Sara probably will treat her the same way. I can't let her go on being disruptive. So what should I do?

Which of the following ideas is best for me to use?

1. Ignore Sara from now on. I won't be her playmate anymore.

2. Julie and I will offer friendship only if she is good during class discussions.

3. Have a long talk with Sara. Tell her that I didn't appreciate her behavior--that it hurt my feelings.

4. Continue helping Sara like we have been and hope that she will begin to behave during class discussions.

I really don't want to hurt or embarrass Sara. I don't want to lose whatever we have accomplished so far. She said thank you for the first time the other day. Maybe I'll have to be more patient.

Yours, Janet

3. "Will It Work for Us?"

Time:

Twenty to thirty minutes

Enabling Objective:

The students can direct questions and concerns and make statements regarding the teacher's proposal of having self directed group experiences.

General Procedure:

In thie part of the introductory unit, the terminal objectives are realized. The teacher directs a short discussion period in which the children have an opportunity to ask questions and state their feelings.

Teacher Initiation:

The teacher may start this session by summarizing events of the previous session. ("We had discussions about the disappearing playground and Janet's problem with Sara. Then briefly we made reference to an idea of conducting discussions and other similar activities with me on the sidelines.") Then ask if anyone wants to ask questions or make any further comments regarding the matter.

As the children express questions and comments (most of which will be directed to you) point out that it may become necessary to develop a way or a system of dealing with the issues being raised. Respond affirmatively to suggestions and indicate that such ideas may be incorporated in the system or "process".

Anticipated Student Response:

The students may respond in random fashion with a number of questions and comments. Their questions may be like the following:

"Who will be leader?"
"Will we need a leader?"
"What if some kids don't cooperate?"
"How will we start a discussion?"

Their comments and remedies may appear as follows:

"I don't think a discussion without you around will work. It will be too noisy."
"When the cats away, the mice will play."
"I watched the Republican National Convention, and we could use some of their rules for keeping order."
have the disruptive kids stay in a recess."

Special Note:

Allow this discussion to be free flowing. Do not worry about closure. Let this session be a readiness period for the upcoming unit in which the students actually develop a process or system for positive group action. This discussion should be of short duration.

Alternative:

Some groups of students may not need this short readiness discussion. In other words, you may want to move directly from Janet's situation ("What Should I Do?") to Unit One on page 5-12.

Evaluation:

There is no formal evaluation. The students should achieve the terminal objective of the unit during this brief discussion.

Materials:

None

UNIT ONE

THE DEVELOPMENT OF POLICY STATEMENTS FOR GUIDING POSITIVE GROUP ACTION

Purposes:

1. To develop a set of policy statements which will constitute a process for guiding positive group action.

2. To emphasize the importance of individual contributions to the development of policy statements.

3. To emphasize the development of humanistic ideas.

Concepts:

Policy Statement, humanistic idea

Prerequisites:

Hopefully, most of the students will have experienced the Introduction-Motivation phase of this program.

Terminal Objective:

The students will develop a set of policy statements which will constitute a process for guiding positive group action.

The sub-sets of statements will include (a) Conduct of Leadership, (b) Actual Procedure, and (c) Special Problems (i.e. discipline). (See sample set of policy statements at the end of this Unit.)

Learning Experiences:

1. "What Problems May Occur?

Time:

One or two forty minute sessions.

Enabling Objective:

Assuming the idea that they (the students) will be developing their own system for having discussions and for handling problems, students can anticipate general problems which may be encountered in performing as a group. (i.e. "Some kids will want to do all the talking!")

General Procedure:

Have the students talk about what specific problems they would encounter if there was an attempt to hold a discussion without the teacher present. The anticipated problems will be posted on paper (butcher paper) so later reference can be made.

Teacher Initiation:

The teacher may start this session by saying, "Recently, we started talking about what would happen if we tried to carry on or operate as a group without me (the teacher) in the classroom. Several of you indicated that we would have problems. Today I'm wondering if we can make a list of the problems we could have. Think for a minute or two and then we'll make a list on the board."

Anticipated Student Responses:

Most likely, the students will have little difficulty thinking of what might go wrong if the teacher was voluntarily absent from a general discussion. At the end of the period, their list may contain items such as the following:

Everyone would talk at once.
Some kids would do nothing except act silly.
Some students would spend all the time arguing.
We would have no leader to keep order.
We would be apt to wander off the topic we were supposed to discuss.
How do we choose a leader?

Special Note:

At this point you play a very important role! During this policy development stage, remain as discussion leader. Act as a model leader, and as a result, students may learn some ideas regarding leadership from you.

Let the ideas come from the children! Try very hard not to foist your ideas. There may be a problem you want to add to their list; however, the children may not view your notion as a problem. Their list does not have to be complete from the start. In the next few days they may volunteer additional problems. They may gain insight into potential problem situations as this unit is developing.

Help them be specific in stating their problems. For example, in response to the question of what will happen, a child could say, "There would be mass chaos!" In order to get students to a level where they can effectively deal with the problem, you may ask the student to identify exactly what would be causing the mass chaos.

Alternative:

Present a partial list of problems which the students may encounter. Allow them to gain ownership of the list by adding or subtracting ideas. It is important that they feel the list is their own. They will not become involved in dealing with an issue if there is feeling that it doesn't really constitute a problem.

Evaluation:

Did students achieve the enabling objective? There is no formal evaluation.

Materials:

Butcher paper or any other large pieces of paper on which ideas can be listed.

Learning Experiences:

2. "What Are Your Ideas for Overcoming Anticipated Problems?"

Time:

One or two forty minute sessions.

Enabling Objective:

The students can suggest ways of overcoming each anticipated problem. For example, in order to keep a few students from dominating discussion, the children might make suggestions like the following: (a) No student can talk for more than three minutes at a time; (b) During a class discussion, no student can stand up and talk more than a total of three times; (c) The leader can order a student to be quiet if that person is talking too much; and (d) The leader should not call on someone who has been talking too much.

General Procedure:

With the teacher serving as a discussion leader, have students seek means of overcoming each of the problems they have listed. Every suggestion is recorded for later reference.

Teacher Initiation:

The teacher may start this session by saying, "Today, let's begin to see if we can invent ways of eliminating the problems which may occur during our student led discussions. In other words, let's try to avoid having the problems. We'll take each listed problem and think of ideas which can help us avoid having that problem. Start with this problem...."

Anticipated Student Response:

For some of the problems, students will have many ideas for solving them. In some cases, they may not yet have enough background to suggest ideas. (A comment below will attempt to deal with this matter regarding lack of background.) Do not be surprised if their suggestions include many demeaning or punitive means of dealing with issues. For example, in dealing with the potential problem of the trouble making child, their suggestions may run as follows: (a) Make him (the unruly student) do ten push-ups every time he gets out of hand; (b) The trouble makers should have to stay in at recess time; (c) The teacher should be called back to the classroom to punish them (the troublemakers); and (d) Don't let the troublesome student participate in future led discussions.

Special Note:

As indicated earlier, you will remain discussion leader throughout this unit. Your role as a democratic leader is imperative.

As much as is possible, place the thinking on their shoulders. They will begin to believe that the development of the entire process is their endeavor and not something the teacher is forcing on them. If the teacher continually interrupts with criticisms or is always foisting ideas ("Don't you think it would be better if..."), the students are forced into playing the game of trying to guess what the teacher wants said. Resignation will set in and enthusiasm will decline rapidly. If you continually encourage them to state their own ideas, they may begin to believe their contributions are important--one of the goals of this unit.

It may, on occasion, be approrpiate for the teacher to make a suggestion with regard to proposed procedure. If the students can not think of a way to solve an anticipated problem, you might give them an idea. The important thing to remember is that your idea should not necessarily receive extra consideration. The children may choose to reject the idea as they build and refine the process. For example, the children may not know what can be done when there is a tie vote regarding some decision which needs to be made. You suggest that in such cases the leader normally votes to break a tie. Later they may vote to accept your idea as one of their policy statements.

Alternative:

Break the class into five or six groups, depending on the size of the total number of children. Have each group contribute at least two solutions for each of the anticipated problems. Then meet as a large group and bring their ideas together. Let them rewrite some ideas in order to eliminate duplication.

Evaluation:

Before moving on to Learning Experience 3, students should achieve the enabling objective of the unit.

Materials:

Butcher paper or any other large pieces of paper on which ideas can be listed.

Learning Experience:

3. "Which Ideas Are Most Humanistic?"

Time:

One forty or fifty minute session.

Enabling Objective:

The students identify those suggested statements which are most humanistic - - those which ultimately will not insult or embarrass anyone and which favor good feelings. For example, in the above case #2 Enabling Objective, they may decide that "D" idea is least offensive.

General Procedure:

With the teacher as discussion leader, the students begin to narrow their above list of ideas into a useful set of policy statements. The children reduce their list of ideas by choosing those which will not be offensive or punitive. They will try to reject those statements which tend to embarrass an individual or make him feel less good about himself.

Teacher Initiation:

The teacher might begin with, "Let's go ahead and narrow our list of ideas for solving potential problems by choosing those ideas which are most 'humanistic'. In other words, let's try to eliminate the negative statements. We'll accept those which will not lead to the embarrassment of a person. Our discussion procedure may not work too well if people quickly get their feelings hurt or become angry. We're going to try reducing our list to a useful set of "policy statements."

Help them recall the case of Janet and Sara. Janet was trying to act in a humanistic manner. She didn't want to hurt or embarrass Sara.

At this point the teacher can say that a policy statement is a phrase or sentence which specifies action to be taken or tells how an individual or group should act or behave in certain circumstances. In other words, a policy statement indicates an expected level of behavior or action. (i.e. during a student led discussion, a student should receive recognition from the leader before he starts talking before the group.) The teacher can further explain the concept of policy statement as the students begin to refine their original ideas.

Anticipated Student Response:

The student response to the teacher's directive may turn into a lively, interesting discussion, one which will give them additional readiness for their own later discussions. As they work, there probably will be much spontaneous, short term role play. A student may decide that a statement is demeaning when he momentarily plays the role of one who is the recipient of a proposed action.

(i.e. "I'm not sure I'd like to wear a dunce cap at any time!") Accepting some items may require a vote. In some cases, they will have to revise or rewrite ideas so there will not be a demeaning or punitive element.

Special Note:

During this phase of the unit, the teacher's role appears to be a little more directed in that you are asking the students to choose certain ideas from their list. You also introduce the thought that their discussion procedure will be less effective if anger and hurt feelings seem to be the main outcomes of any discussion. The students probably will have no difficulty accepting this notion, especially if the teacher then allows them to decide which ideas are best.

Alternative:

Have a committee of six students gather and choose the ideas which they believe are most humanistic. The committee then will report to the class. Their classmates can react to the work of the committee and make further changes according to majority rule.

Evaluation:

None other than a check to see if they have achieved the enabling objective.

Materials:

Butcher paper or any other large pieces of paper on which their humanistic ideas can be posted.

Learning Experiences:

4. "Let's Build in Additional Order!"

Time:

One or two thirty minute sessions.

Enabling Objective:

Students divide the suggested statements into three groups: (a) those which relate to the conduct of leadership, (b) those which relate to the general procedure of conducting group action, and (c) those which relate to any special problems.

General Procedure:

The teacher places the following three headings on the blackboard: (1) Conduct of Leadership Policy Statements, (2) General Procedure Policy Statements, and (3) Policy Statements for Special Issues. Have the students categorize their ideas according to the above headings.

Teacher Initiation:

The teacher may start this session by saying, "Let's try to bring additional order to our long list of ideas which we have invented for guiding discussions. Categorizing our ideas will will give us better organization, and we'll be able to make quicker reference to ideas. It will be easier for us to pinpoint where we are having difficulty. Let's take our ideas and categorize or group them according to the headings placed on the board."

Anticipated Student Response:

Most likely the students immediately will begin the grouping process. They will begin to ask questions and to argue as the period progresses. There probably will be confusion with regard to how some policy statements should be classified. They may settle their debates through use of the vote.

During this session, new ideas may emerge and be added. For example, a policy statement in one category may require a parallel or related statement in a second category. Extra time may be necessary for discussing and writing the new statements.

Special Note:

Placing ideas in the three categories is not a "cut and dried" process, so to speak. Student decisions as to where a specific idea belongs may be an arbitrary one. You may want to help them realize that their decisions do not have to be final, they will have the right to initiate change later.

You will note that it is the teacher who places the three category headings on the board. Why not allow the students the task of thinking of proper headings? You can do this since they have done much of their own thinking to date and are anxious to put the process into operation. Don't let them get bogged down at this point.

If students insist on developing their own categories, it may be wise to allow them the time and encouragement to do so. ("Okay then, which ideas go together?")

Alternative:

Break the class into five or six groups. Have each group categorize the class list of ideas. Then meet as a large group for making final decisions as to where each idea should belong.

Evaluation:

None other than a check to see if they achieved the enabling objective.

Materials:

Butcher paper or any other large pieces of paper on which ideas can be listed.

5. "The First Finale"

Time:

One thirty to forty minute session.

Enabling Objective:

Students further refine the statements so they will stand as humanistic policy statements for guiding group action. At the end of the period, then, the Terminal Objective for this unit should be realized.

General Procedure:

Have the students take another look at their policy statements before they begin applying the process. In this final phase of the unit, the students should have time to make last minute changes or refinements. They can attempt to make their statements more specific and humanistic.

Teacher Initiation:

The teacher may start this session by saying, "Today, let's sit back and take a good look at our policy statements. Perhaps then we can see where any additional refinements may need to be made." Pause and then add, "Maybe you have had an idea on your mind regarding change or improvement. Now will be a good time to tell us about it." Allow them a few minutes to talk among themselves. Remain as discussion leader through this session.

Anticipated Student Response:

This period may begin slowly and increase in tempo as time progresses. Some debate will occur as groups or individuals oppose each other regarding proposed revisions. This period can be especially valuable in that students may discover ambiguities or otherwise weak and meaningless statements. At the same time, it will be possible for them to make a statement more humanistic.

Special Note:

Do not be surprised if the students make few changes. Many may feel very comfortable with what they have produced.

During this last session, they already will be applying some of their policy statements. For example, they undoubtedly will use a majority vote to decide whether or not an idea should be incorporated. Some may become quite excited when they discover that certain policy statements are already being activated.

Alternative:

The teacher and students may feel they have a satisfactory set of policy statements at the end of the fourth learning experience above.

Evaluation:

This final session should lead directly to the terminal objective of the unit, the first part of which is restated here:

> The students will develop a set of policy statements which will constitute a process for guiding positive group action.

Figure 1 below represents a set of policy statements developed by one group of intermediate level students.

Materials:

A ditto master containing their final set of policy statements should be made following this last session.

Figure 1. Sample Set of Policy Statements

A. Conduct of Leadership Policy Statements

A leader does the following:

1. Calls the class to order.
2. Tells the purpose of the discussion which is to follow.
3. Gives special directions which may be necessary for certain group activities during the discussion.
4. Remains fair and courteous to everyone.
5. Allows everyone to speak their viewpoint.
6. Helps the group stay with the topic being discussed.
7. When necessary, selects one or more secretaries to record ideas.
8. Votes to break a tie.
9. Calls for breaks. (See Policy Statements for Special Issues.)
10. Calls for order if the classroom becomes too noisy.
11. Ends argument when he decides that it is not helping the group.
12. Takes action with disruptive students. (See Policy Statements for Special Issues.)

B. General Procedure Policy Statements

1. In selecting a leader for a dicusssion, the leader of the previous discussion will act as chairman for directing the nomination and election of that leader.

2. Only three to five people can be nominated for leader. Then someone must move to close nominations.

3. In voting for a leader, a secret ballot will be used. To save time, a "heads down" procedure can be used.

4. No student can be a discussion leader two times in a row.

5. During discussion, raise your hand if you wish to speak.

6. Wait for recognition before you speak.

7. Lower your hand when someone else is talking.

8. There will be an "I" and "Nay" vote procedure except when voting for a discussion leader.

9. A house vote can be called by a student if he can't distinguish any difference between the "I" and "Nay" votes. When a house vote is called, students will revote by raising their hands.

10. Avoid being impolite when someone states an idea you don't like.

C. Special Issue Policy Statements

1. Help maintain order by not shouting "I" or "Nay" during a vote.

2. There can be a break during heated discussions. There is to be no discussion of the topic during the break.

3. Students who purposely disrupt the class will be asked to report to the teacher.

4. Students who are always disruptive will not be allowed to participate in student lead group activities.

UNIT TWO

THE BEGINNING APPLICATION OF THE POLICY STATEMENTS

Purposes:

1. To apply and to test their process in dealing with a hypothetical problem.

2. To stimulate free expression and creativity.

3. To stimulate students in encouraging others and in accepting their contributions.

4. To further develop the concept of humanism.

Concepts:

Testing the process

Prerequisites:

Each student should have a basic understanding of the overall purpose of the policy statements.

Terminal Objectives:

1. Given the hypothetical situation of a teenage boy, Max, whose life has been disrupted, students can react positively or negatively to courses of action which are presented for helping the boy.

   Specifically, they may accept one course of action or may decide that none of the given courses will be helpful.

2. The students can develop a positive, humanistic living situation for Max and others with similar problems.

3. Given the following application level experiences, students can describe developing strengths and weaknesses of their process for guiding group action.

Learning Experiences:

I. "Where Should Max Live?"

Note: In order to better understand the following lesson plan, the teacher first should read "The Story of Max" which immediately follows this specific learning experience.

Time:

One forty-five to sixty minute session.

Enabling Objective:

Given the situation of Max, the students can react positively to one or negatively to all of the living situations presented for helping the boy.

General Procedure:

A. A student leader is chosen.

B. The teacher briefs the leader on the upcoming discussion while his classmates review their newly completed policy statements. (The teacher may deem this step unnecessary.)

C. The slide-tape presentation of "The story of Max" is given. It should be played twice. Each time stop the presentation after the list of possible living conditions are given.

D. The leader asks the students to react regarding the list of possible living situations for Max. He may say, "Okay, we have heard the story about Max. Now that Max cannot stay in the half-way house, we have to think about finding him another place to live. How do you feel about each one of the ideas listed here?"

The teacher may help the leader emphasize that the students are to respond regarding the given living situations; they are not to develop ideas of their own--that opportunity comes during Learning Experience #2 of this unit.

Note: The list of possible living situations is shown on a slide. Once the slide-tape presentation is completed, the teacher or leader may give a ditto handout containing this same list of ideas. Or the teacher may list the ideas on the blackboard and reveal them just before the leader begins talking. Otherwise, the slide will have to remain on the screen so the students can have ready reference to the ideas, and they will have their first

application discussion in a darkened room

E. After about twenty-five or thirty minutes of student reaction time, the leader should press for closure regarding the living situations. That is, he should ask his classmates to accept one of the living situations or reject all of them as being unsatisfactory.

F. Play "An Interview With Bull Jackson." This part of the tape immediately follows the story of Max. In the interview Bull reacts to the proposed living situations. For a few minutes the students may want to discuss Bull Jackson's views.

G. During the last ten minutes, the teacher assumes leadership and conducts a brief wrap-up with regard to the previous student-led discussion. At this time the students can discuss the good points and possible problems related to their process.

Teacher Initiation:

One may start with, "Okay, let's have a student-led discussion! We are going to begin testing our process! Will it work? Let me start the ball rolling by calling for nominations for a leader."

Anticipated Student Response:

The story of Max should be of interest to most all of the children, even though Max is older. His situation may remind them of some show or program which they have seen on television.

When they begin reacting to the list of possible living situations, their comments and suggestions may sound gross or reflect little thought. Only after the discussion moves along will students begin to show more reasoning and reflection regarding points made in the story. Expect some argument and calls for voting.

It is conceivable that the students eventually will reject all the ideas given and they will want to make suggestions of their own for Max. The leader may have to remind them that the next discussion will contain time for proposing other living situations.

Otherwise the leader's role should not be a complex one. He probably will spend most of his time calling on classmates.

Special Note:

Stay in the classroom during the discussion; however, try to remain fairly inconspicuous. Appear relaxed. They will lose confidence if you keep stepping into the discussion and/or look tense and disturbed. During the main discussion your contributions may be more in terms of giving additional meaning to concepts given in the story. For example, a child may ask, "What's a state hospital?"

The students may be very intrigued with Bull Jackson's comments. He will raise some doubts toward any of the living situations they have selected. In fact, Bull may easily sway them because he comes across as an admirable character. You may need to help them realize that Bull's view is not necessarily the way things should be, although there may be a great deal of wisdom reflected in his comments.

In the wrap-up session, emphasize the positive aspects of their discussion. Let them tell what they liked about the discussion. Then spend a few minutes talking about possible weaknesses in their process.

Alternative:

You may want to have a different topic for discussion. If so, try not to make it complicated or too lengthy. At this point, it may be wise to stay away from an emotional type classroom problem or a controversial issue. Keep it light and simple.

Evaluation:

At the end of this session, students should have achieved the enabling objective for Learning Experience #1.

Materials:

The slide-tape presentation, "The Story of Max"; possibly a ditto containing the list of living conditions proposed in the story (see Note under General Procedure above).

THE STORY OF MAX

The boy you see in the picture is Max. His dog's name is Perry. Max is seventeen years old.

I suppose now you want to know what grade he is in and which school he attends. You probably want to find out where he lives and how he spends his spare time.

Well, Max does not go to school. He quit attending school during the eighth grade. Right now he has no intention of ever going back.

Max does not live at home with his parents. For the last year or so he has lived in a half-way house near the downtown area. He lives here with a group of men, most of whom are older.

The men are lodged here for a variety of reasons; however, most all of them would have no other place to live if the house ever closed. Most of the men do not have a regular job and many of them have a drinking problem. The half-way house draws support from community charity and it provides necessary shelter for those who are unable to care for themselves.

Max gets along quite well with most of the men in the house. He enjoys talking with them when he isn't working part time for an electrical contractor or riding his new ten speed bicycle. At other times he watches television, often for hours at a time. Sometimes Max likes to sit on the front steps and do nothing.

So now you want to ask: (1) Why did Max quit school? (2) Why isn't he living with his parents? and (3) Why doesn't he choose a place to live where there are more people his own age? Let's see if we can find answers to the questions.

Max did like school. He got along fairly well with most of his teachers and fellow students. But during the seventh grade everything started working against him.

His parents had always been heavy drinkers; only that year the situation became very bad. Max's father was fired for being drunk on the job and he was unable to secure any other work. Shortly the family began living on welfare money. Unfortunately much of that money was used to support his parent's drinking habit. There was little left over for food, clothing or fuel.

That winter was a hard one for Max. How could he study when he was cold and hungry? He became self-conscious about his ragged dress and began avoiding his classmates. He started working at odd jobs in order to have some money. It wasn't long then before he began missing school in order to hold jobs. Consequently he fell behind in his school work.

Max's excessive absence record was called to the attention of a local public health agency. They investigated the situation and tried to help.

Max was placed in a foster home where he lived with a family which included three children younger than himself. The agency gave him an allowance each week so he could have

some spending money and wouldn't have to work.

Max started back to school again but found that he couldn't concentrate, that he had too many other things on his mind.

Unfortunately he also could not get along with his foster parents. One Saturday an argument erupted into a fight and Max fled. He became a runaway, living as best he could.

For several years Max wandered about, working here and there. It was a tough existence, but he quickly learned how to survive. Several times, in hopes of easing the pain of cold and hunger, Max would share a bottle of wine or whiskey with anyone who might be traveling with him.

One night an older fellow who had befriended Max took him to the half-way house. The house manager, Bull Jackson, realized that Max was tired and ill and in need of help. Bull Jackson understood the boy's problem because he too had been a runaway and had led a life filled with hard luck and hardship.

Max has recovered from his illness and really doesn't want to run away again. But at the same time he wants to remain independent. In spite of his age, Max believes himself to be a man, not a teenage boy. The electrician for whom he works says that Max is a darn good man!" From now on Max has said that he does not intend to be pushed around.

The house manager is worried about Max. He wonders what will happen to him. Recently he received word that Max must leave the half-way house as soon as another place for him to stay is located.

Officials who operate the half-way house feel that Max is too young and that the older men are having an unfavorable influence on him. "Perhaps they are right," ponders Bull Jackson. No matter how many efforts are made to stop it, liquor still gets into the house. At least once a week some of the men sneak a bottle or two into their rooms, and occasionally they have invited Max to join them. These same me encourage Max to "take life easy and live it up." Bull Jackson and rther house officials can be arrested if law enforcement officers catch a minor like Max drinking in or around the house.

Following is a list of possible living situations for Max:

(1) send him back to live with his parents;

(2) insist that he be able to stay at the half-way house, and then keep a close watch so he won't drink with the older men;

(3) place him in a foster home;

(4) find him a full-time job so he can have his own apartment;

(5) place Max in a state hospital until he is eighteen and then let him go.

As a class, choose which plan you like the most. Your class may decide that none of the plans are satisfactory for Max. Be able to explain any decision which is made. Then listen to what Bull Jackson has to say about the choices.

AN INTERVIEW WITH BULL JACKSON

Interviewer: "Er-uh, Mr. Jackson -- Bull Jackson, may I have a few minutes with you regarding Max?"

Bull Jackson: "Yeah! Whadya wanta know?"

Interviewer: "Do you think Max should go to the high school?"

Bull Jackson: "Naw! Wouldn't do him any good! Besides, he doesn't wanta go back. He's too old--he can get along okay. What they teach over there ain't gonna help him be an electrician!"

Interviewer: "Have officials thought about sending him back to live with his parents?"

Bull Jackson: "We don't even know where they are! If we did send him back, he'd probably become an alcoholic like them."

Interviewer: "How about placing him in a foster home?"

Bull Jackson: "He'll just run away! Max ain't a little boy anymore! He comes and goes as he wants. I don't know any family that could keep him."

Interviewer: "Should he be placed in a state hospital?"

Bull Jackson: "Good grief, what will those idiots think of next! That's like lockin him up in a prison. He'll run off the minute any attendent looks the other way. He ain't done nuthin wrong, but he will if anyone tries lockin him up."

Interviewer: "What about a job for Max?"

Bull Jackson: "Until he's eighteen, Max can't work full time for anybody. Besides he needs more training before he can get a decent paying job. Until he gets a decent paying job he won't earn enough money to run his own household.

"Nobody in their right mind is gonna rent him a good place. So he'd wind up livin in some dump in the wrong end o town. First thing ya know he'd start runnin around. He still needs some kind o guidance. He's not a boy, but he ain't quite a man yet either."

Interviewer: "Can he stay at the half-way house?"

Bull Jackson: "I'd luv to have him stay; but as you know, I'm barely holdin my own here. If these guys don't shape up pretty quick, I'm gonna take off! As I said, he needs someone who can give him some good stable guidance!"

Interviewer: "So you don't think any of the possible living situations would be satisfactory."

Bull Jackson: "Naw! Hey look, I gotta go! I gotta stay pretty close ta that joint or those guys will accidentally burn it down!"

2. "Where Should They Live?"

Note: In order to better understand the following lesson plan, the teacher first should read "Max Is Not Alone" which immediately follows this specific learning experience.

Time:

At least one forty-five to sixty minute session. Additional sessions of equal length may be necessary.

Enabling Objective:

Given additional case studies of youths like Max, the students can develop a living situation for them. The situation may be one of their own creation or it may be the further development of one which is presented.

At the end of the session(s), the students can express possible strengths and weaknesses of their process for student-led discussions.

General Procedure:

A. If necessary, a new student leader is selected. (Their policy will dictate whether or not a new leader is necessary.)

B. The teacher briefs the new leader regarding the upcoming discussion. (Again, this step may be optional.)

C. The slide-tape presentation of "Max Is Not Alone" is given. It should be played twice. The tape also includes additional directions for the discussion to follow.

D. The leader repeats the directions for the students. He then offers them time for (1) refining an idea given in the previous discussion, or (2) expressing their solutions to the problem of finding positive living situations for the homeless teenagers, or (3) pursuing Max's idea. The students will choose one of the three options.

His classmates may immediately decide that Max's half-way house is a good one; hence, the leader's task is then one of helping them decide the specific nature of such houses. In developing specific nature, they can use the list of alternative ideas given at the conclusion of the slide-tape presentation.

E. In the last ten minutes the teacher again assumes leadership and engages students in identifying the good points

and the emerging problems of their process.

Teacher Initiation:

Start by saying, "We need to settle this issue of finding decent housing for Max. There may be others in addition to Max who need housing. So let's have a discussion!

Anticipated Student Response:

Most likely the students will be interested in discussion Max's half-way house idea as a means of providing suitable living for the above youths. They may not have enough background to develop a full idea of their own. Still, the option of planning their own alternative should be there. It is possible for them to have a base idea which they can combine with Max's half-way house notion.

In the previous discussion they may have accepted one of the five ideas given. At the same time, there may be negative feelings toward Bull Jackson's comments; hence, this second discussion may be devoted to the elaboration and refinement of that idea selected earlier.

Regardless of direction they choose, there should be a great deal of involvement and interaction.

Special Notes:

The primary purpose of the discussions regarding Max and his friends is to give the students something to discuss so they can test their process. The content of the discussions is a means toward an end--that of developing a high level process for group action. So do not be alarmed if the children make choices or plans with which you could not agree. No one like Max or the other youths will have to bear the consequences of their decisions.

At the same time, however, the circumstances of the teenagers is designed to stretch the children's experience and imagination. Max is a pseudo name for a real youth. This strategy is based on reality seen by the writer. Straight forward answers for such circumstances prove to be elusive; hence, the strategy is not designed to encourage strict, convergent type thinking. Hopefully, the students will become more aware of a societal problem and will begin seeking additional information and thinking regarding it.

If the students choose to further develop Max's idea of a half-way house, there is apt to be considerable discussion and debate in selecting ideas as to the specific nature of such houses. Regarding the given list, no one idea serves as a right answer, and the ideas are grouped so students will need to make choices or devise alternatives on their own. Undoubtedly many more ideas could be listed; however, the writer tried to include those which might be more easily dealt with by fifth grade students.

Since the discussion topic may extend over several periods, the question of change in leadership may arise. A child may ask, "Do we keep the same leader until the discussion topic changes or do we have a new leader each time we meet?" Your group already may have anticipated this issue, and hence, developed an appropriate policy statement. If not, perhaps there is need to deal with this issue almost immediately. Here may be a natural topic for another student led discussion.

Alternative:

None is suggested if you followed the first experience of this unit.

Evaluation:

At the end of the discussion period(s), the students should have achieved the enabling objectives for Learning Experience #2. If the students achieve the said objectives, they also will have achieved the latter two terminal objectives of the unit.

Materials:

The slide tape presentation, "Max Is Not Alone"; possibly a ditto containing the sets of ideas the students may use in deciding the specific nature of Max's half-way houses.

MAX IS NOT ALONE!

Recently you all heard the story of Max, a boy who became a victim of alcohol abuse. We left Max with an uncertain future. Perhaps today we can solve his problem of finding a good living situation.

But first you should know that he is not the only teenager in the city with problems of this nature. There are others. Let's meet a few of these individuals. All of them soon will be seeking better living conditions.

Here is Brenda. She is fifteen and has not lived with her parents or relatives for two years. Like Max, she became a runaway after seeing her parents become alcoholics. Brenda is not interested in attending regular school. This girl has been arrested twice for drug abuse. She is living in a half-way house with older women suffering from various forms of mental illness. She wants to be with more people of her own age.

Meet Patricia. She is fourteen and currently is being held in a ward for mental patients at a local hospital. Doctors say she is okay, but health officials want to keep her here until they can find the right place for her to stay.

Again, this is a case where a family was broken up by excessive drinking. Attempts to place her in foster homes have not been successful. The last time she ran away, Patricia became ill from drug abuse. That is why she was admitted to this hospital.

Just call him Sam. He looks like a real nice fellow, and most of the time he gets along quite well with most everyone. But Sam, who is fifteen, has been arrested several times for disorderly conduct and for disturbing the peace. These arrests followed times when Sam had been on a drinking spree with his father who is an alcoholic.

Health officials are preparing to place his father in a hospital. Sam's mother is gone and relatives are not interested in caring for him. He attends school some of the time, and works part-time in a pizza parlor.

Darlene is sixteen. She is a runaway and refuses to discuss her past. She says that the past doesn't really matter now--that we all should be thinking of the future.

Lately Darlene has been trying to find a good job. She is disappointed because low-wage, part-time work is all that can be found.

She has been living in a boarding house with several other girls who are two or three years older. Darlene is behind in her rent and the owner has asked her to find someplace else to live.

At least twenty more cases could be given; however, they are much like the cases here. For the most part, they are boys and girls who have become victims of alcohol and/or drug abuse. They have been on the run and most have faced arrest.

Their future remains uncertain. There is no stable place for them to live, and they are too young and untrained for holding full-time, high paying jobs.

Where should they live? Perhaps that question should be answered first because nearly all of the teenagers need shelter now. In the discussion which follows, your class may wish to refine one of the living situations given in the last discussion, even though Bull Jackson doesn't much care for any one of them. Would the class like to express any other possible soultions? That is, can you think of any other kind of living situation which will meet the needs of these individuals?

Pause

Remember that any living situation you propose should be carefully designed. Your plan should be humanistic. That is, the teenagers should not be placed in a situation where they feel less good about themselves. The living conditions should be arranged so they develop good attitudes toward themselves and others. They probably all will run away again if your plan does not help each one of them feel better about himself.

If you can't think of any living situation, perhaps your discussion can be devoted to developing an idea from Max. Not long ago he suggested that half-way houses be established for young people such as himself. There could be a house for boys and one for girls. The houses selected for living could be large, older homes such as those pictures here. There are many such homes near downtown and owners are willing to rent them. Max came up with his idea while riding around on his bicycle.

What should the half-way houses be like? If you like Max's idea and want to discuss it further, then your class needs to decide what the houses should be like.

From the ideas given here, select those which your class thinks will make the best houses.

1. A. Within each house (boys and girls) two or more persons should share a bedroom,

   or

   B. Each person should have a bedroom of his own.

2. A. People like Bull Jackson should be hired to live in and manage each of the houses,

   or

   B. A family with children should be left in charge of each house. (They would live in one part of the house.)

   or

   C. Counselors who have worked with teenagers should be hired to live in the houses.

3. A. Within each house there should be a buddy system whereby every person has a partner who is always nearby to help

   or

   B. Each person should be given the chance to operate individually or without a partner.

4. A. Use money from United Good Neighbor or Community Chest to pay all costs of operating the houses. That way the houses could be free and open to any young person who needs shelter,

   or

   B. In order to qualify for living in the houses, each teenager should have a part-time or full-time job or be receiving money from some agency for job training. (There are several city and federal government offices

which pay people while they are learning a skill or trade.) That way each teenager could pay rent which could then be used to help pay the cost of operating the houses.

5. A. Any occupant of a house should be able to stay for any period of time he wishes. That is, he may stay for one day, one week or whatever,

   or

   B. Any person able to live in the houses, should agree to live there for at least two months.

6. A. Since most of the teenagers have been in trouble, there should be a very strict check-in and check-out system. Except for an emergency, they cannot leave a house after 10 p.m.

   or

   B. Anyone should be able to come and go as they wish, in fact may stay out all night if necessary.

7. A. Hire a custodian for each house,

   or

   B. The occupants should act as custodians.

8. A. In each house there should be at least one recreation room,

   or

   B. Provide a television set for each house and allow the teenagers to seek other entertainment elsewhere.

9. Select and develop other ideas of your own or change some of the above ideas as you see fit.

As you develop the houses in which the boys and girls will live, try to remember that the most helpful situations are those where they begin to feel better about themselves and others.

UNIT THREE

THE CONTINUED APPLICATION OF THE POLICY STATEMENTS

Purposes:

1. To apply and to test their process in making a group decision.
2. To stimulate free expression and creativity.
3. To stimulate students in encouraging others and in accepting their contributions.
4. To stimulate the use of inquiry in decision making.

Concepts:

Alternative idea, inquiry, objectivity

Prerequisites:

Each student should have a basic understanding of the overall purpose of the policy statements.

Terminal Objectives:

1. Given a situation which calls for decision making, the students can utilize their previously developed process to reach supportable decisions.
2. Given the following application level experiences, students can describe developing strengths and weaknesses of their process for guiding group action.

Learning Experiences:

1. "This is the End?"

   Time: One forty-five to sixty minute session

Enabling Objective:

Given a short story, description and a map regarding a hypothetical housing area, Kelly's Addition, students can identify a problem facing the people living in that area. (The people may be forced to sell their homes and leave the area.)

General Procedure:

A. For motivational purposes, the teacher reads aloud the short story, "What's Wrong With Jeb Miller?" (Reference can be made to the map as the story is read. See Transparency C-1.) For a few minutes after hearing the story, the pupils respond or react with some speculations about Jeb. Some may want to ask a few questions for purposes of clarification. Then the teacher announces that their beginning discussion period will continue under student leadership.

B. According to policy, the students choose a new discussion leader.

C. As the teacher briefs the new leader regarding the upcoming group activity, the students read the ditto handout labeled "Kelly's Addition". A ditto of the story about Jeb can also be given at this time. As students read, they can make reference to the map of Kelly's Addition (Transparency C-1).

D. The leader (if he reads well) or the teacher may also wish to read the "Kelly's Addition" handout aloud. The purpose of the oral reading would be to give additional focus and to help those who have trouble reading the handouts.

E. The leader guides his classmates to the identification of the problem which has developed at Kelly's Addition and which is affecting Jeb Miller. After the handouts have been read, the leader may start by saying, "Something is happening at Kelly's Addition. Why are the people who live there so concerned? What do you think their problem is?"

   The students will need to interpret and discuss what they have just read. The problem is not stated for them--they will need to dig it out. From their talking,

the following problem should become apparent to them:

> The people living in Kelly's Addition are afraid that they will soon have to sell their property and move elsewhere.

Teacher Initiation:

One may start with, "Now I'm going to read you a short fiction story about a boy named Jeb Miller. Like you, he is in the fifth grade. His friends and classmates have been concerned about Jeb lately because 'he just hasn't been himself'. Listen as I read and see if you can detect why Jeb appears so worried."

Following the reading and a very brief response period, the teacher should indicate that a student-led discussion will be used to explore Jeb's situation. Handouts, "What's Wrong With Jeb Miller?" should be given immediately following the election of a student leader.

Anticipated Student Response:

After hearing about Jeb Miller, the students should be motivated enough to desire further exploration and a discussion of the situation at Kelly's Addition. They probably will show concern and sympathy for Jeb and the property owners.

Special Note:

The main task of the student leader will be to press the students for a definition of the problem. However, he should be advised that the first part of the period can be an open, free discussion of the situation facing the residents. In the latter half of the period, he can begin to help the students focus on the problem. This probably will be the most difficult student-led discussion to date in that the leader and the students have the task of developing a more abstract idea (the defined problem) than heretofore.

If the leadership is not strong, you may feel that it is necessary to give some advice or help as the discussion proceeds. Be extremely cautious if you choose to do so. Don't do anything that will make the leader feel less good about himself. Help the leader by interpreting what he has said to the group--"I believe Todd would like to have you..." Always maintain a positive stance.

Alternatives:

You may want to have a different topic for discussion.

If so, develop a situation in which the students are involved in making a group decision. In other words, try to have your over-all procedure parallel the procedure of this unit (Unit Three).

Evaluation:

At the end of this discussion period, the students should be able to identify the problem seen by the residents of Kelly's Addition. In short, they should achieve the enabling objective given at the start of this learning experience.

Materials:

Dittos of the two handouts: "What's Wrong With Jeb Miller?" and "Kelly's Addition", Transparency C-1, Kelly's Addition. (See Appendix for master)

2. "What Feelings Do You Have Regarding Kelly's Addition?"

Time:

One forty to fifty minutes session.

Enabling Objective:

The students can identify the general feelings of the class group regarding the problem at Kelly's Addition.

General Procedure:

The students immediately select a discussion leader and work toward an understanding of the group's feelings.

Teacher Initiation:

The teacher may start this session by merely calling the class to order for the purposes of having a student-led discussion about Kelly's Addition. By now students should be able to respond very quickly with their procedure. Only a short period is needed for briefing the leader (See Special Notes below).

Anticipated Student Response:

The students probably will expand on many feelings which they started expressing during the previous experience. As mentioned earlier, the group most likely will be in sympathy with the residents of Kelly's Addition.

Special Note:

Help the leader understand that he will need to have the students focus on how they feel as a group. He may encourage them to speak individually; but as the period progresses, the students should be led toward identifying the characteristic feelings of the group. In other words, they are to bring order to their randomly expressed views.

This expression of feelings stage should heighten interest and prepare them for further exploration of the issue.

Alternative:

None is suggested if the first experience of this unit was used.

Evaluation:

At the end of this discussion period, the students should be able to identify the general feelings of the class group regarding the situation in Kelly's Addition.

Materials:

Same as the previous experience (Unit Three, Learning Experience #1).

3. "What Should We Do With Kelly's Addition?"

Time:

One to three forty-five minute sessions or one long extended period (all morning). A separate forty-five minute session is needed in order to achieve the second enabling objective given below.

Enabling Objective:

Given additional information regarding the Kelly's Addition issue, the students can make decisions as to the fate of that place. They can support their decisions with information and ideas.

Following this last session of Unit Three, students can review the unit and identify strengths and weaknesses of their process for group action.

General Procedure:

A. The teacher informs the students that the possible rezoning of Kelly's Addition has become a very hot issue and the students have been appointed to make decisions on the matter.

   The students must decide whether Kelly's Addition should become a park or a commercial area or remain as it is now. They also have the option of developing an alternative plan which can be a modification of one of the above choices. (For example, the students may decide that Kelly's Addition should remain as is; however, some of the larger open areas and adjacent home sites should become parks.

B. The students select a discussion leader so they can act on the matter.

C. As the student leader is briefed by the teacher, students read the two handouts: "Why Kelly's Addition Should Be Rezoned" and "Mr. James Miller Speaks". Each reading provides one side of the issue. The teacher or the student leader (if he reads well) also may choose to read the handouts aloud.

D. The students discuss the matter, using all given information (including previous handouts), and make decisions as to what should happen in Kelly's Addition.

E. On another day the students review the unit and identify strengths and weaknesses of their process. If necessary, a new discussion leader is selected for this discussion.

Teacher Initiation:

One may start with, "Today we must begin to decide what should happen to Kelly's Addition. The people in this classroom have been appointed the task of deciding whether the Addition should be rezoned as (a) a park or recreation area, (b) an area for office buildings and a medical center, or should (c) remain as it is now (residential). You may want to create a plan of your own for Kelly's Addition--that is your fourth choice. (The teacher should write the choices on the blackboard.) The issue of whether or not the addition area should be changed has become a hot one, and you people (the students) have been called upon to recommend what you believe should happen."

One can continue, "Since you people have been given this crucial decision making role, it is very important that we practice some objectivity. That is, read carefully both sides of the issue. In spite of how each of you feel, listen very carefully to other points of view. In the end, city officials and homeowners of Kelly's Addition will ask that we support any decisions made! For every decision we must give an explanation! We can not be whimsical or perform without thinking!"

Anticipated Student Response:

The students should remain interested through this phase of the unit; however, they may be slow in starting their discussion. It may take awhile for them to understand the city official's side of the issue. Several who begin choosing the city's point of view may at first be hesitant in presenting arguments. Remember, most likely, their sympathies will have been toward the residents. Undoubtedly, the idea of the addition becoming a park or recreation area may appeal to many and will influence their thinking.

Once they get the discussion rolling, their process will receive a lively test. There will be plenty of argument and many ideas will have to be analyzed. They may request extra time for building arguments or developing plans for changing Kelly's Addition.

The final decisions undoubtedly will not be accepted by everyone. In spite of majority rule, some may feel compelled to file a minority report. In the end, most will yield to majority votes.

Special Note:

Amount of time will become a concern. Be flexible and allow additional time if necessary. Try not to rush them or hold them to a specific time length unless they are bogging down into a stalemate. Then a time limit may provide stimulus for renewed vigor.

Your major task will be reminding students that their decisions must be supported. Tell them that the hypothetical residents and city officials can not and will not accept emotional or unreasoned decisions. Help student leaders realize that they must press their classmates for support ideas whenever they are proposing specific actions.

Alternative:

You may want to add elements to this last phase of the unit. For example, there are role play possibilities. One may select several students to assume the roles of city officials. Another student may become Mr. James Miller.

Another element might be that of arranging for small group discussions. Set the stage so the leader can have his classmates review the issue and discuss plausible decisions in small groups. Their large group discussion may be more lively if students first interact in sub-groups.

Evaluation:

In this third phase or experience, the students should achieve the unit terminal objectives.

Materials:

Dittos of "Why Kelly's Addition Should Be Rezoned", "Mr. James Miller Speaks", and the map of Kelly's Addition; Transparency C-1, Kelly's Addition. (See Appendix for master)

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Dittos of "Why Kelly's Addition Should Be Rezoned", "Mr. James Miller Speaks", and the map of Kelly's Addition; Transparency C-1, Kelly's Addition. (See Appendix for master)

"WHAT'S WRONG WITH JEB MILLER?"

"Golly, I sure didn't expect this to happen," thought Jeb. With his head hanging low, he stood for awhile on the front porch and then slowly sat down on the top step. For a moment he could hear his mother moving about in the kitchen, washing the lunch dishes. Then he looked up and his eyes caught the movement of traffic on the freeway three blocks away. The land on which the Miller house was built sloped up from the freeway and he could easily view the rushing cars and trucks. "Maybe that freeway is what's causing the problem!" he said to himself angrily.

In spite of his parents ill feelings toward the freeway, Jeb had always liked it--at least until now. He had watched them build the freeway. Jeb could remember the day when he had gone over and watched the workmen drive the markers showing how the traffic lanes would curve around Hale's Hill. Later he had stood by the hour watching heavy bulldozers slowly shaping the road bed. His mother had complained continuously about the noise and dust, especially when huge gravel trucks had used their street as a way of getting to the construction.

The most fun had been when they started paving. In the early evening hours, when workers had gone for the day, Jeb and his friends sped on their bicycles up and down the freshly hardened ribbons of concrete. Of course, that all quickly ended when a fence was built on each side of the freeway.

Almost as exciting was the day he had clung to the fence and watched the first cars come speeding down the freeway and disappear from view around Hale's Hill. Moments later he had thrilled at the sight of cars roaring from the opposite direction. Then, within minutes, the cars and trucks were swishing back and forth as though the freeway had always been right there. Upon returning home, he had caught his father on the front porch gazing out at the freeway and saying, "Boy, things are sure going to be different now!"

With the freeway completed, Jeb turned his attention to other things and quickly forgot his father's prediction. The new freeway didn't seem to interrupt his activities around the neighborhood. He still could play with his friends in the numerous empty lots scattered here and there. Fishing was still good in Sugar Creek. Hardly a day went by without his stopping to help Mike Forrest care for his horses or Mrs. Burke feed her rabbits and guinea pigs. If there wasn't much happening, he hopped on his bicycle and streaked along the driveways curving through the huge cemetery behind his house.

Finally, he could walk up Gates Avenue and visit grumpy, old Charlie Culpepper who operated an auto wrecking yard. When there wasn't much business and if he was in a pretty good mood, Charlie could tell a lively story about anyone of the battered and rusting old cars in the yard. Jeb's favorite was an old Pontiac tipped over on its side. Charlie never

tired of telling how the car once belonged to a gangster. To prove his point, he would tap his cane at what appeared to be a bullet hole through the rusting trunk lid.

Jeb did not find pleasure in the thought that all this might come to an end. As he sat on the front porch he suddenly could hear what his father had said several months ago. And just then a big green Cadillac came slowly up Sugar Creek Road. It looked so suspicious that he stood to get a better view. As it drifted past he could see four men, all very busy looking about. One man smiled at Jeb and waved. Jeb only stared back

As the car passed out of sight, Jim Taylor and Fred Anderson sped by on their bicycles. They too greeted Jeb, but he didn't appear to hear or even see them. "What's wrong with Jeb Miller?" asked Jim as they crossed over Sugar Creek Road and moved toward Charlie's wrecking yard.

KELLY'S ADDITION

Kelly's Addition is an area containing thirty-six homes and an auto wrecking yard. There also is an assortment of barns, sheds, and other small buildings. (The map of Kelly's Addition does not show some of the smaller buildings.) Most all of the houses were built on large lots. There are still several large empty spaces in the addition.

When most of the homes were constructed in the early 1900's (1900-1912), the area was somewhat isolated. Large wooded areas surrounded the group of homes, and it took several hours to reach the downtown part of Alexandria (the nearest large city). People started calling this small cluster of homes Kelly's Addition, mainly because George Kelly had owned the land on which the houses were built.

Now, of course, Alexandria has grown. In fact, there are tracts of newer homes just to the north and south of Kelly's Addition. A large city cemetery is immediately west. Many roads and highways have been built out from the city. A new freeway recently was completed along the eastern side of the addition. One can now leave the addition and be downtown within twenty minutes.

Today Kelly's Addition is an interesting contrast to the modern city which has grown around it. The area still looks rural in that there are pasture lots for a few cows, horses, and goats. Although all homeowners work in other parts of the

city, many of them raise farm animals and usually have large gardens. Except for Sugar Creek Road, all streets remain unpaved. Each owner has his own sewage system and well for water. The houses are old and many of them are in much need of repair. Still, as one owner has said, "We like it here!"

Last year the addition and a large surrounding area became part of the city. City officials now want to have the Kelly's Addition land area used for other purposes. They want to change it from a residential area.

MR. JAMES MILLER SPEAKS

Jeb Miller's father, Mr. James MIller, recently made the following short talk in behalf of the homeowners of Kelly's Addition. He delivered this talk before members of the city council.

"Ladies and gentlement of the city council! We in Kelly's Addition are faced with the possibility of having to sell our land and homes to the city. Most all of us are against rezoning our land as a park or a commercial area.

"Yes, we understand that the city government will pay us money for our homes and land. We also understand that through the right of eminent domain the city government can claim our property. Still, we remain opposed to what the city has planned for our area.

"This land is <u>our</u> land! We like it here! Kelly's Addition is suited to our needs as individuals. We have space to do what we want. Here we can reach fulfillment as individuals. Doesn't our nation believe in the importance of each person? Doesn't our nation want each person to be happy?

"Nine years ago my wife and I bought an old home in Kelly's Addition because we felt the area had charm. At the same time, we saw a chance to make dreams come true. We always wanted to fix up an old house. And now, like most homeowners in the addition, we are gradually remodeling our place.

More important is the fact that we wanted our children to have plenty of space in which to grow. Such space is plentiful in Kelly's Addition. Our kids see more of life than children living in a cramped house on a small lot. They are closer to nature, and so is everyone in Kelly's Addition.

"Finally, even if we are a part of the city, why can't we remain as an independent 'rural island'? The fact that our streets are not paved really doesn't bother us or anyone else! City officials say our wells don't go deep enough; yet everyone of us still draws clean, fresh water. No one in the addition has complained of another's leaking sewer. Our homes are old, but they are sturdy and well built. We've tried not to bother anyone. Now we ask the same for us!"

WHY KELLY'S ADDITION SHOULD BE REZONED

Listed below are reasons why city officials want to change or rezone Kelly's Addition.

1. The area surrounding Kelly's Addition is growing in population, and hence, more services for the people are necessary. To provide these needed services, Kelly's Addition could become a recreation area or a commercial area. As a commercial area, there would be enough space for a medical center (hospital and doctor's offices) and some buildings for insurance offices, attorneys, and other special services.

2. Kelly's Addition, as it now stands, is somewhat of an eyesore. The homes are old and many of them are in need of much repair. It would be difficult and too expensive for the homeowners to band together for purposes of improving the area. As a park or a commercial zone, the area would be made one of the most attractive in the nation. Additional money would be spent so the area could be made very beautiful.

3. If Kelly's Addition remains as a residential area, homeowners are faced with paying for costly improvements in that area. Most streets in the addition are unpaved. The sewers do not meet city standards and the water wells do not go deep enough. Since Kelly's Addition is now part of the city, laws of the city require that proper sewer and water works be installed. Whenever improvements are made in an area, city laws also require that homeowners help pay the cost. If the homeowners must pay for these improvements and for remodeling their homes, it may be cheaper for them to sell their homes to the city and buy a newer home somewhere else.

4. In changing the addition to a park or commercial area, better use can be made of the land. Rezoning would mean more space for more people. All the empty lots and open spaces presently in the addition would be used more efficiently. In a growing city such as ours, land must be used wisely.

5. Kelly's Addition would be ideal as a service area because of access to and from the new freeway.

UNIT FOUR

REDEVELOPMENT AND CONTINUED INDEPENDENCE

Purposes:

1. To revise student developed process according to needs and problems which occurred during units two and three.

2. To reiterate the importance of individual contributions in the development of policies.

3. To apply and further test their revised process in dealing with real issues and problems which they (the students) encounter in and out of the classroom.

Concepts:

Revision, redevelopment

Prerequisites:

Each student should have a basic understanding of the overall purpose of the policy statements.

Terminal Objectives:

1. In order to overcome apparent needs and problems, the students can develop a revised set of policy statements for guiding group action.

2. Given the revised policy statements, students can deal directly with issues and problems which occur in and around their class environment.

Learning Experiences:

1. "What Do We Need?"

   Time:

   As much as is needed for revision.

Enabling Objective:

Given their (the students) descriptions of weaknesses in their process, the students can revise and add policy statements for overcoming these weaknesses.

General Procedure:

The procedure of this experience is as follows:

A. The students select a leader.

B. The students identify needs and problems related to the process which they had previously developed to guide group action.

C. The students develop ideas for overcoming any needs or problems. Some of these ideas then may be refined and made into policy statements. Some of their previous policy statements may be dropped or revised.

Teacher Initiation:

This time the teacher needs to spend only a very short time informing students of the task ahead--that of redeveloping the policy statements which constitute their process for group action.

Anticipated Student Response:

The students may enter into this session with a good deal of interest and purpose. By now they should have identified some weaknesses. Although the students may already have done some repair work along the way, this unit section will be the most important in terms of strengthening the process.

Special Note:

Again, be flexible in terms of time. They may have considerable redevelopment work to accomplish, and hence, will need more than one class period. On the other hand, it is entirely possible that their original process may have proven quite satisfactory. In such case, only a short while my be necessary for revision.

Alternative:

If the students believe that their originally developed process has been entirely satisfactory, they may go ahead and apply it to real issues and problems in their own environment.

Evaluation:

At the end of this first phase of Unit Four, students should have a redeveloped set of policy statements.

Materials:

Butcher paper, or any other large pieces of paper on which their new or revised policy statements can be recorded; a ditto master containing their revised set of policy statements.

2. "Where Do We Go From Here?"

Time:

Indefinite

Procedure and Evaluation:

From this point on the students should be on a level where they can use their process to deal with issues and problems which occur in the everyday environment. In other words, the policy statements can be used in their own personal situations. They can discuss matters of importance to them. They can seek solutions to problems which are affecting their welfare. Their process becomes a system for responsible policy making.

Issues and problems continually crop up in the classroom. More often than not, these situations rather quickly are administered by the teachers and/or the principal. With a child-centered system, the matters might easily be handled by the students.

Several years ago the writer watched his fourth grade class settle a problem involving their softball play during the noon hour. They had become exasperated by the time wasted in squabbling over such matters as their mode of play (teams or work-up). Finally, they brought the problem to class and settled it through use of their own process for group action. No teacher or principal had to step in. After all, it was their problem! Also, the idea of dealing with problems in a systematic, reasoned manner was reinforced.

Learning Experiences:

So, what other kinds of issues and problems arise for discussion and resolution purposes? A great deal may depend on the nature of programs and policies in the school - "the system," so to speak. Some systems simply do not allow for very much student involvement. In such cases, the teacher may need to request permission of the authority structure for allowing students to discuss or resolve a particular matter of concern to them. Usually, however, there are many situations which can be approached with little difficulty. The following list is a sampling of topics:

A. Settling an in-class playground dispute, such as the softball situation mentioned above.

B. Resolving a school situation which the children perceive as a problem, such as too many dogs on the playground.

C. Establishing policies for class social matters, such as communicating with ill students, inviting guests to parties, etc.

D. Planning a class program for parents and/or for the school.

E. Just plain "rapping" on a matter of interest to them.

F. Raising questions and/or recommending ideas on situations occurring in the local community. (Why have homes in the Wickersham Addition been flooded every time there is heavy rainfall? Who is responsible for helping the residents who must abandon their homes?)

In the last example above, the students may need to accomplish research in order to deal adequately with the situation. Here the teacher may help in securing data sources (speakers, newspaper articles, etc.) so the students can inquire and achieve some objectivity. In other words, the stage can be

set so such discussions do not become sessions where children sit and express nothing but dogmatic views. A very important mark of progress can be noted by the teacher when students begin to inquire and to avoid dogmatism. A high thinking democratic citizen secures data before making judgments.

There are several other evaluative criteria the teacher may use in determining the success of this total venture in self-guidance. One might apply the criteria in the form of questions.

A. Do the children naturally use their process for group action when the need arises?

B. When they use the process, can they consistently operate independently of adult authority?

C. Are they more responsive and sensitive to each other in and out of the classroom?

D. Are they increasingly creative?

E. Overall, and in summary, is there greater understanding and application of the democratic principles listed on page two?

APPENDIX I

GROUP DISCUSSION PROCEDURES

Most teachers are acquainted with the values and procedures of group discussion, but some teachers may attempt to hold the discussion to a consideration of the facts, emphasizing only cognitive elements.

Randolph, Howe, and Achterman (1968) found that we traditionally respond to messages with ineffective responses such as:

Ordering or commanding	Criticizing and disagreeing
Admonishing	Praising and agreeing
Warning	Name calling or interpreting
Advising	Reassuring and sympathizing
Instructing	Probing and questioning or diverting.

These responses deny the child the right to have a feeling and they close the channels to communication and understanding.

While we are concerned about the development of the child's cognitive concepts, in this program we wish to focus attention on the child's purposes, feelings, and values. We are attempting to assist the child in understanding self and others, and this can be achieved only through personalizing the material and getting involvement at the feeling level.

Many teachers are reluctant to engage in group discussion that is truly open; they do not see its value. Some teachers even feel guilty for wasting time in this way; others feel inadequate and afraid that they will not be able to handle this kind of discussion.

It is clear, however, from our experience in guidance and social psychology that group discussion is a most powerful influence for changing behavior, and the teacher should realize the group can seldom go beyond the skill, anticipation, and the expectations of the leader.

The following philosophy and principles should prove to be helpful.

The discussion leader should communicate that she really cares about what children say and feel. This is not a technique but a genuine attitude. It is communicated through eye contact, attentiveness to verbal communication, and nonverbal support that comes through an empathic smile. The leader listens to what is said and not said, and tries

to perceive both the feelings which are expressed and those that are hidden. The teacher is there as a person; as she is real and honest about the feelings she is experiencing, she elicits more involvement.

Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives. Unlike class recitation, there is no one correct answer. In contrast, the leader encourages free discussion and interaction to what is said.

The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussions to be purposeless. She is willing to deal with the actions and reactions that go on in the group. She is sensitive to social interaction, and she is willing to discuss the here-and-now event. If the story is about attention-getting, she does not need to stay with the abstract while some child who acts as a class clown in her room provides live materials for discussion. In such a situation she might ask the group: What is happening here right now? What do you think about this? How do you feel? How does the class clown feel? Why is he doing that? How can we help him? As the leader senses the children are ready for such a discussion, she discusses the purposes of behavior.

Teachers can avoid control problems when leading group discussions. When there is noise and confusion, it is advisable to talk less and act! The leader may merely lower her voice, use a hand signal, utilize proximity control by moving to the area of disturbance, or utilize some natural consequence for failure to attend to a discussion. The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior.

The outcomes and productivity of each session are partially dependent upon the leader's competence in the following tasks:

1. Show the group you care and are concerned with developing a relationship of mutual respect. Demonstrate your interest, concern, and kindness, but be committed to meaningful discussion and do not hesitate to be firm, showing respect for yourself as well as the children. The teacher sets an example of reflective listening by her responses.

2. Make sure children understand the purpose of the group discussion and allow them to establish their own limits.

Members must be ready to share their concerns and willing to listen closely to others. A spirit of give and take and honest, open feedback should pervade.

3. Sense the group atmosphere and be willing to discuss it. Be sensitive to the feelings of the individuals in the group and help them feel understood, i.e., I am getting a message that you are unhappy, or that you really care.

4. Link the thoughts and feelings of group members. Point out the similarities and differences in the concepts, attitudes, and feelings being discussed. The leader must be able to show the relationship between what two children are talking about in order to help them recognize common problems.

5. Encourage silent members to participate when they seem ready. This usually involves being aware of nonverbal clues as a facial gesture, glance, or halting attempt to enter the group.

6. The children are learning a new process of cooperation in contrast to competition. The leader must observe any tendencies of children to be empathic and link or supply alternative solutions to problems. These attempts should be immediately encouraged and reinforced.

7. Group discussion can take a negative turn if the leader is not perceptive. We are interested in fostering personal development. Group members should be assisted to see the strengths and assets in individuals. Emphasis is placed on positive as well as negative feedback. When there is a negative feedback, i.e., "I don't like him, he smells," the teacher may say, "You feel there is an odor there that is not pleasant."

8. The leader must be alert to detect feelings and attitudes which are implied but not expressed. She helps the group to develop tentative analyses of behavior and its purpose. She might say, "Is it possible..." Could it be....?" and state her hunch about the purpose in a tentative manner.

9. The effective group leader is able to help the children express their thoughts, feelings, and attitudes more clearly. She does this through clarifying, restating, and summarizing.

10. The leader helps members to summarize and evaluate what they have learned. About five minutes before the close

of the session, she asks, "What do you think you learned about yourself and others today?" Helping the group consider what is happening accelerates and facilitates the group process.

Children should be encouraged to formulate their own limits for the discussion. However, the leader should help them to consider some of the following procedures which promote effective discussion:

1. The discussion goes best when we trust each other and have mutual respect. We have to be concerned enough to listen and want to help others.

2. Be honest and open. Say what you really feel. Speak whenever you feel you have something to say which will help you or the group.

3. In giving feedback, consider how it will help the others for you to say this.

4. Really listen to what others say. Are you able to state what he has said and felt when he finishes?

When certain individuals or the group become negative or pick on an individual, the mature leader can use this as an opportunity to discuss the purpose of getting special attention or power. The leader can also use puppetry and role playing to help increase sensitivity to negative remarks.

The potential in group discussion is tremendous and teachers will find it a most rewarding experience as their skills develop.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

ROLE PLAYING PROCEDURES

Role playing is not merely information dispensing. The teacher who is skeptical of the educational purpose of role playing should consider some of the following potential values:

1. Role playing provides an opportunity for the child who does not excel academically, but who has talent in creativity and spontaneity.

2. Spectator "therapy" can occur through audience observation and empathy.

3. Role playing promotes the development of personal flexibility and social skills.

4. The enactment of the same situation several times helps the child to see alternative solutions to a problem, increasing his problem-solving and decision-making abilities.

As discussion leader, the teacher encourages the children to become more observant of the behavior of others, to look for the purposes and causes of behavior, to anticipate the results of certain behaviors, and to evaluate behavior, situations, and people.

The steps in role playing. There are four parts to any role playing situation; preparation, introduction, enactment, and discussion.

1. Preparation. The teacher's first decision involves selection of the issue or problem. Issues should be selected which ensure the security of each child involved. The child is never forced to take a role.

   After reading the descriptive directions for a particular role playing situation, the teacher gathers the class. A playing area is needed.

   Because each lesson is an extension of the underlying themes of the stories the teacher may briefly review some of the main ideas of the related story. Questions may be asked such as, "Who was the main character?" "What did he do?" "Why did he do that?" Unfinished stories which stop at a dilemma point are excellent for role playing.

2. Introduction. The teacher states very briefly that the class is going to do some pretending. She should state the problem in terms of specific examples with vivid details which create emotional involvement. Because young children are egocentric and most of them are eager to pretend and participate, they will probably be unwilling to patiently wait any length of time for a turn at playing. Therefore, it is wise to allow all of them to have a brief turn to participate in a warm-up exercise at the beginning of each lesson. If space does not permit the whole group to move about at the same time, break the group into two sections.

Because it is easily performed, pantomime is suggested as a warm-up activity. To begin the pantomime the teacher may give the following directions:

> This is our pretending space. (Indicate play area.)
> Find a standing-up place in here where you won't be too close to any other person.
> Stand there absolutely quietly. (Wait for quiet.) Good.
> Show me you are ready to listen and imagine.
> Today we are going to imagine we are_____ (see specific direction).
> When I say "Ready, begin," you may begin. Keep working until you hear me say "Stop."
> See if you can show me by your actions your ideas about_____.
> Do not say anything.
> Imagine there are no other children around you. See if you can really make me believe you are a_____.
> Ready, begin.

Observe the pantomimes and make encouraging reamrks for creative responses such as, "Oh, I see someone that is_____(describe pantomime)," or "There is some good thinking going on over there." After at least a minute, stop the action and seat the students.

The teacher controls the length of a situation by reserving and using the right to halt the play at any point.

After making a few comments about the creative ideas observed in the pantomimes, the teacher briefly presents the actual role playing situation to the class. The description should be as simple and direct as possible.

Because students are expected to speak in character, the teacher will give them some practice by asking them to respond in the character's voice to such questions as "Mary, what did the old man say when he got knocked down? Can you sound like the old man?"

Then the teacher asks for volunteers to take various roles. The class may suggest names, but the actors must volunteer. From the volunteers, characters are selected. Usually it is advisable to begin with sociable children before choosing participants who are shy or who have more problems than others. In specific role assignments, check to determine how the child identifies with the character. Ask "What kind of person is he?" "How does he feel?" Select individuals who indicate they have identified well or who have strong feelings about a character's behavior.

3. Enactment. The teacher helps the characters set the scene, i.e., "Shall we imagine a door is here?" Do you need some chairs?" If the characters are going to sit down, they will need some chairs. Children cannot simultaneously pretend to sit, keep their balance, and play a role.

   The teacher says, "Find your places and stand quietly."

   At that point, she may need to review the characters and their purposes in the scene for the benefit of players and the class. Action is started by the words, "Ready, begin."

   During the enactment, the teacher tries to say as little as possible. Otherwise, the teacher becomes the director, and the children lose the opportunity to express themselves freely.

   Some side coaching may be necessary to assist in moving the action along. The teacher may say, "It must be time for father to come home now," "Oh, my, that brother is going to be angry." Suggestions are always directed to the character, not to the real person. The teacher avoids using real names and directs all remarks to the characters.

   When the scene seems to have developed to its fullest potential, the teacher says, "Stop, come and sit down."

4. Discussion. It is usually effective to have the actors evaluate their own performance first. At the end of a scene, no matter how weak it was, the

teacher makes at least two or three positive remarks, i.e., "I liked the way the father read his newspaper," or "Wasn't the dog good? He really seemed excited."

To encourage class participation in the discussion, the teacher asks them the questions listed at the end of the role playing activity. If other more relevant questions emerge as a result of the individual play, they should, of course, be used. Discussion centers on how the characters were feeling and why they responded as they did. The teacher should attempt to guide the discussion so that the issues are related to experiences personally relevant to the children.

The younger the children, the briefer the analysis. Two or three points are sufficient for kindergarteners.

The teacher makes a summary statement of points elicited from the group and quickly selects a new group for replaying.

The teacher emphasizes that she will be looking for good, new ideas on each replay. The purpose of the reenactment is to help the children explore new insights and alternative solutions.

Encourage as many enactments as possible.

The role of the audience should be clarified just as the roles of the actors. The members of the audience may be asked to look for specific points or to identify with the feelings of a specific actor. They should have a role which maintains their interest and involvement.

Problems, pitfalls, and possibilities. Beginning role playing may bring about a variety of unexpected reactions in young students. Two of the extremes in behavior are acting up and excessive shyness or refusal to participate. The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly reexplains the ground rules. They are:

1. Play in the play space.

2. Actions - no words (for pantomime).

3. Do not disturb the play of others.

Do not be overconcerned about the student who exhibits extremely shy behavior. Instead, recognize and encourage

others for their efforts. As soon as the shy child makes any overt effort at enactment, encourage him for it.

Noise can be another classroom problem. If the teacher has properly stimulated the students to want to work on the problem, they will become excited, and often with excitement, comes noise! Do not begin a pantomime or a scene until the students have become almost totally silent. Students need a moment to quietly reflect on their task. Lack of concentration or silliness on the part of the players will produce insincere and unintelligible scenes. For the initial playing, the teacher tries to select those students who are verbal and seem enthusiastically responsive. They will set a high standard for the plays that follow. Clarity in speech and pantomime should be praised. If the characters seem to be getting off the track, the teacher says firmly, "Keep your character." Even though the students may not exactly understand the direction, they will understand a firm but kind tone of voice.

Restlessness of the group is an indication that something is too long. Perhaps the directions are too long, repeated too often, or the scene and the discussion are too long. Teachers must try to be brief and to the point. Use short sentences. Stop a scene before interest is reduced.

Unresponsiveness can be a problem among certain groups of children. They may be extremely inhibited, or they may never have engaged in any dramatic play. In this case, the teacher may need to demonstrate what is meant by pretending and pantomiming. Occasionally, as opportunities present themselves, the teacher may take a role in the playing situation. By taking part in the action, the teacher controls the direction of play from within the group and, at the same time, demonstrates the "how to" of play.

Certainly those groups of children who have had experience with dramatic play and creative dramatics will find it less difficult to role play than inexperienced ones. Do not expect perfection and depth in the beginning lessons. Each successive role playing situation should show an increase in the ability of the group to play together effectively.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

APPENDIX II

MATERIALS LIST BY GRADE
(Schedule A)
Level K

PROJECT PRODUCED MATERIALS

1. Clean and dirty paper puppets patterns
2. 2 paper tooth puppets
3. 2 transparency masters of Patrick
4. Hand stomach puppet- pattern
5. Evaluation sheet
6. Hand Puppet - Gray Rabbit
7. Paper Rabbit
8. Bird Pie transparency master
9. Evaluation sheet
10. "Red Ball" transparency

COMMERCIAL

1.	A.B. Le Crone Company Rhythm Record Company 819 N. W. 92 Street Oklahoma City, Oklahoma 73114	$ 5.95
2.	* Record "Swinging On A Star"	1.00
3.	Kindle (Scholastic) All Kinds of Feelings - Filmstrip Cassette	19.00
4.	"Smiles Don't Just Happen" (Scholastic) Filmstrip/Cassette	19.00
5.	Big Brother, Robert Kraus, Parent's Magazine Press 52 Vanderbilt Avenue. New York, New York	4.59
6.	"Will You Be My Friend?" (Scholastic) Filmstrip/ Cassette	19.00
7.	"Sticks 'N Stones" (Scholastic) Filmstrip/ Cassette	19.00
8.	* Reflections - Record Vicki Carr	1.00
	TOTAL	$88.54

*These records are difficult to obtain and are not necessary in order to complete the lessons involved.

Level I

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide	"Everything is Beautiful" Record	$ 1.00
Ernie, Skippy, Eddie Puppet Patterns	Book If I Were, Barbara Shook Hazen. Western Publishing Co.	5.54
Tape of Skippy and Ernie Dialogue	The Ugly Duckling. Scholastic Version.	.95
Flower Pattern	The Hating Book, Charlotte Zolotow - Scholastic Books	.95
	*But It Isn't Yours - Part I Guidance Associates Filmstrip/ Cassette	26.00
	**BFA Study Print 220004 My Class: "Teachers Away"	25.50
	BFA Study Print 221007 My School: "Borrowing Without Asking"	
	*"The Trouble With Truth" - Part I, Guidance Associates Filmstrip/Cassette	26.00
	*"That's No Fair" - Part I Guidance Associates Filmstrip/ Cassette	26.00
	BFA Study Print 221008 My School: "Littering"	
	BFA Study Print 220001 My Class: "School Book"	
	(See Level II) TOTAL	$110.94

*This package contains Part I & II. Part II is used in Level II. Package must be purchases as a unit.

**Note: The BFA Study Prints used in Level I, II, and III (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package". $25.50. This set cannot be broken.

LEVEL II

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		Book, I Write It, Ruth Krauss Harper and Row $2.57, 1970	$ 2.50
Transparency - Boy and girl daydreaming		Book, The Turtle and His Friends, Thomas and Patricia Gnagey, 1970 Facilitation House, Ottawa, Ill.	2.00
Transparency - Three Faces		*"But It Isn't Yours" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
Transparency - Sharing Toys		BFA Study Print 20008, My Class: "Last One Chosen"	
		*"That's No Fair" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 220003 My Class: "Cheating On a Test"	
		BFA Study Print 221004 My School "Fight!"	
		BFA Study Print 221002 My School "Wall"	
		*The Trouble With Truth - Part II Guidance Associates Filmstrip/ Cassette ($24.50)	
		BFA Study Print 221001 My School "Crossing Guard"	
		BFA Study Print 220007 My Class "New Student"	
		(See Level I) Total	$ 4.50
		*This Package contains Parts I & II. Part I is used in Level I. Package must be purchased as a unit.	

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide Value Activity Sheet - "No One Else" - Student Handout "What Person In This Group" Student Handout	"Guess Who's In A Group" Guidance Associates Filmstrip/ Cassette	$26.00
	BFA Study Prints - People I Don't Know: "Discrimination (2) 219004, 219005	
	BFA Study Print 218004 "Cheating" - My Friends	
	BFA Study Print 218005 "Four Eyes" - My Friends	
	BFA Study Print 216008 My Home: "Thirsty Dog"	
	"You Promised" Guidance Associates Filmstrip/Cassette	26.00
	BFA Study Print 216001 My Home: "Locked House"	
	BFA Study Print 219007 People I Don't Know: "Lost Child"	
	"Hey Dad, What Are You Doing?" and "I Double Dare You To" filmstrip/cassette. Photographic Laboratories, 1926 West Gray, Houston, Texas 77019	15.00
	TOTAL	$67.00

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide		
Handouts:		
Girl Scout Law	*Filmstrip/Cassette "No Place Like Home" (Westinghouse Series: Our Values)	$15.50
Response to Pledge		
Law of the Camp Fire Girls	*Filmstrip/Cassette "The Broken Sleds" (Westinghouse Series: Our Values)	15.50
Blue Bird Wish		
Oaths of Office	Filmstrip/Cassette "Pam Puts It Off", Eyegate House	12.95
Flag Pledges		
Hidden Word Puzzle (Rick and Lady)	Filmstrip/Cassette "Reflections" Photographic Lab, 1926 West Gray, Houston, Texas 77019	20.00
"I Am Glad"		
"Happiness"	*Filmstrip/Cassette or Record, "My Best Friend" (Holt, Rinehart and Winston Series: Values in Action)	13.00
"Best Friend"		
Matching Quiz - Book, T.V. Monies	TOTAL	$76.95
Hidden Word Puzzle - "Communicating"		
"Things for Which Others Might Dislike Me"		
Song - "I Am Proud"		
Career Examples		
Career Riddles		
Weekly Budget		
Hidden Word Puzzle - Savings Account		
"Beat the Clock"		
Song - "A Timely Rhyme"		
"Individual Evaluation"		
Poem - "Song of Greatness"		
"Follow the Leader Questions"		
Transparencies:		
Transparencies of famous people total 8		
"Play Ball" Lesson - Transparencies - Total 4		
Cassettes		
Cassettes of stories		
Cassettes of songs (Optional)		

*These filmstrips are part of a package and the publisher may be reluctant to break the set.

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		"Max" and "Max Is Not Alone" Filmstrip/Tape, Photographic Laboratories, 1962 West Gray, Houston, Texas 77019	$ 15.00
Transparencies			
A-1			
A-2			
A-3			
C-1		TOTAL	$ 15.00
Handouts			
Janet's Diary			
"What's Wrong with Jeb Miller?"			
"Kelly's Addition"			
"Mr. James Miller Speaks"			
"Why Kelly's Addition should Be Rezoned"			

VENDOR LIST
(Schedule B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS
904 Sylvan Avenue
Englewood Cliff, New Jersey 07622 (also available in Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	$	19.00
"Smiles Don't Just Happen" (LevelK)		19.00
"Will You Be My Friend?" (Level K)		19.00
"Sticks 'N Stones" (Level K)		19.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	$	26.00
"The Trouble With Truth" (Levels 1 and 2)		26.00
"That's No Fair" (Levels 1 and 2)		26.00
"Guess Who's In a Group" (Level 3)		26.00
"You Promised" (Level 3)		26.00

AUDIO VISUAL SERVICES, INC. (WESTINGHOUSE Learning Corp.)
2310 Austin Street
Houston, Texas 77004
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	$	15.50
"The Broken Sleds"		15.50

EYEGATE
7911 Lichen Lane
Spring, Texas 77373
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts it Off" (Level 4)	$	12.95

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403

"My Best Friend" (Level 4)	$	13.00

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and "I Double Dare You To" (Level 3)	$	15.00

FILMSTRIPS/CASSETTES (Continued)

"Reflections" (Level 4)	$	20.00
"Max" and "Max Is Not Alone" (Level 5)		15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90404

"Teachers Away" (Level 1)	*$	25.50
"Borrowing Without Asking" (Level 1)		
"Littering" (Level 1)		
"School Book" (Level 1)		
"Last One Chosen" (Level 2)		
"Cheating on a Test" (Level 2)		
"Fight!" (Level 2)		
"Wall" (Level 2)		
"Crossing Guard" (Level 2)		
"New Student" (Level 2)		
"Discrimination" (2) (Level 3)		
"Cheating" (Level 3)		
"My Friends" (Level 3)		
"Thirsty Dog" (level 3)		
"Locked House" (Level 3)		
"Lost Child" (Level 3)		

*The BFA Study Prints used in Levels 1, 2, and 3 (seventeen prints) must be ordered as a set from the company. The set will be known as the"Special Texas Package." This set cannot be broken.

BOOKS

Parent's Magazine Press
52 Vanderbilt Avenue
New York, New York

Big Brother (Level K)	$	4.59

BOOKS (Continued)

Western Publishing Company
6200 Richmond Avenue
Houston, Texas
Walter Escue, Sales Representative (686-7834)

If I Were (Level 1)	$ 5.54

Scholastic Magazines and Book Services
50 West 44th Street
New York, New York 10036
Mrs. Joyce Martin, Local Sales Representative (497-5650)

The Ugly Duckling (Level 1)	$ .95
The Hating Book (Level 1)	.95

Harper and Row Publishers
49 East 33rd St.
New York, New York 10016

I Write It (Level 2)	$ 2.50

Facilitation House
P.O. Box 611
Ottawa, Illinois 61350

The Turtle and His Friends (level 2)	$ 2.00

RECORDS

A.B. Le Crone Company
Rhythm Record Company
819 N. W. 92nd Street
Oklahoma City, Oklahoma 73114

Preschool Physical Fitness (Level K)	$ 5.95

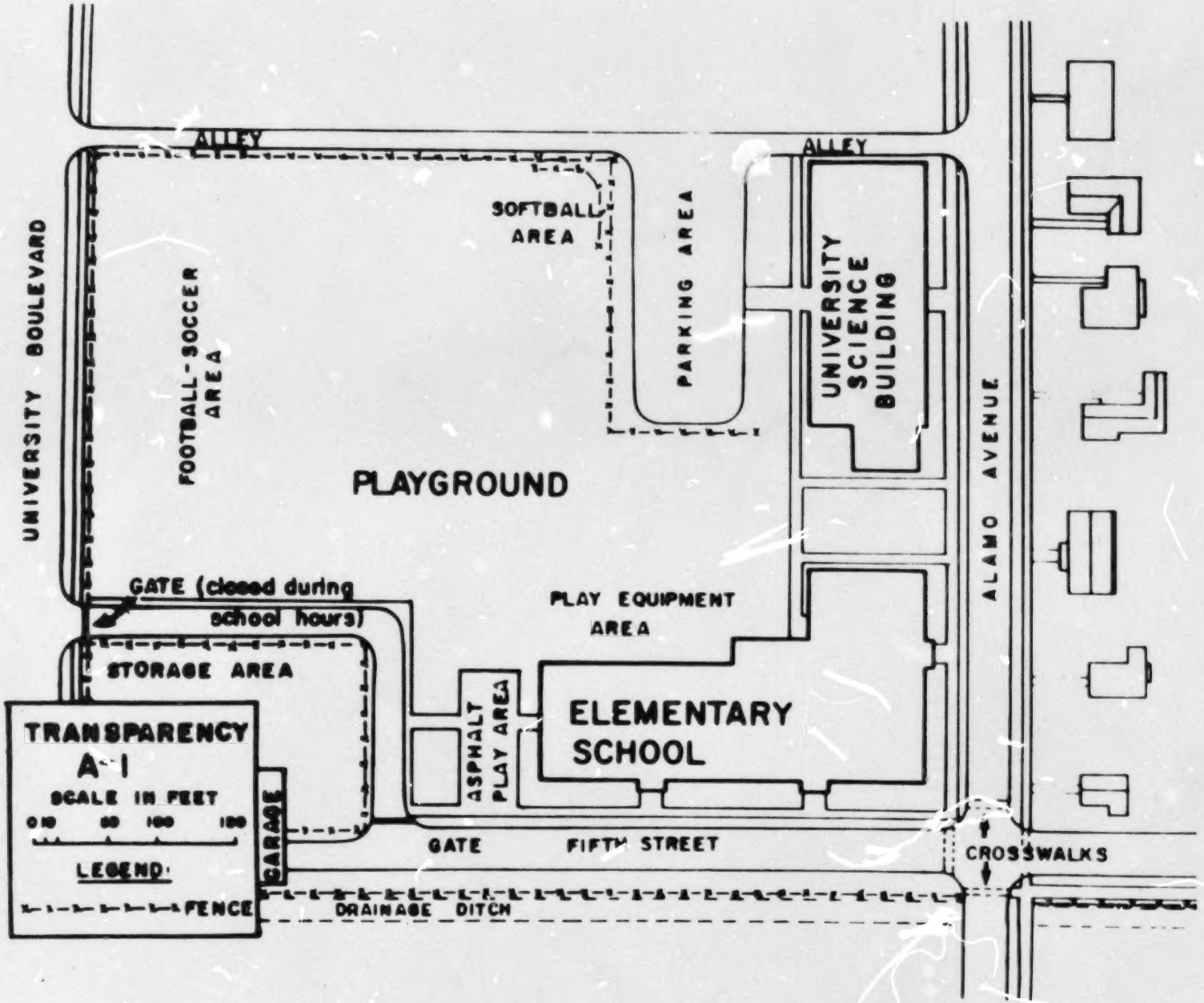
Local Record Stores

Swinging on A Star (Level K)	$ 1.00
Reflections - Vicki Carr (Level K)	1.00
Everything is Beautiful - Ray Price (Level 1)	1.00

APPENDIX III

SARA

JANET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ALLEY
SOFTBALL AREA
PARKING AREA
UNIVERSITY SCIENCE BUILDING
UNIVERSITY BOULEVARD
FOOTBALL-SOCCER AREA
PLAYGROUND
ALAMO AVENUE
GATE (closed during school hours)
PLAY EQUIPMENT AREA
STORAGE AREA
ASPHALT PLAY AREA
ELEMENTARY SCHOOL
TRANSPARENCY
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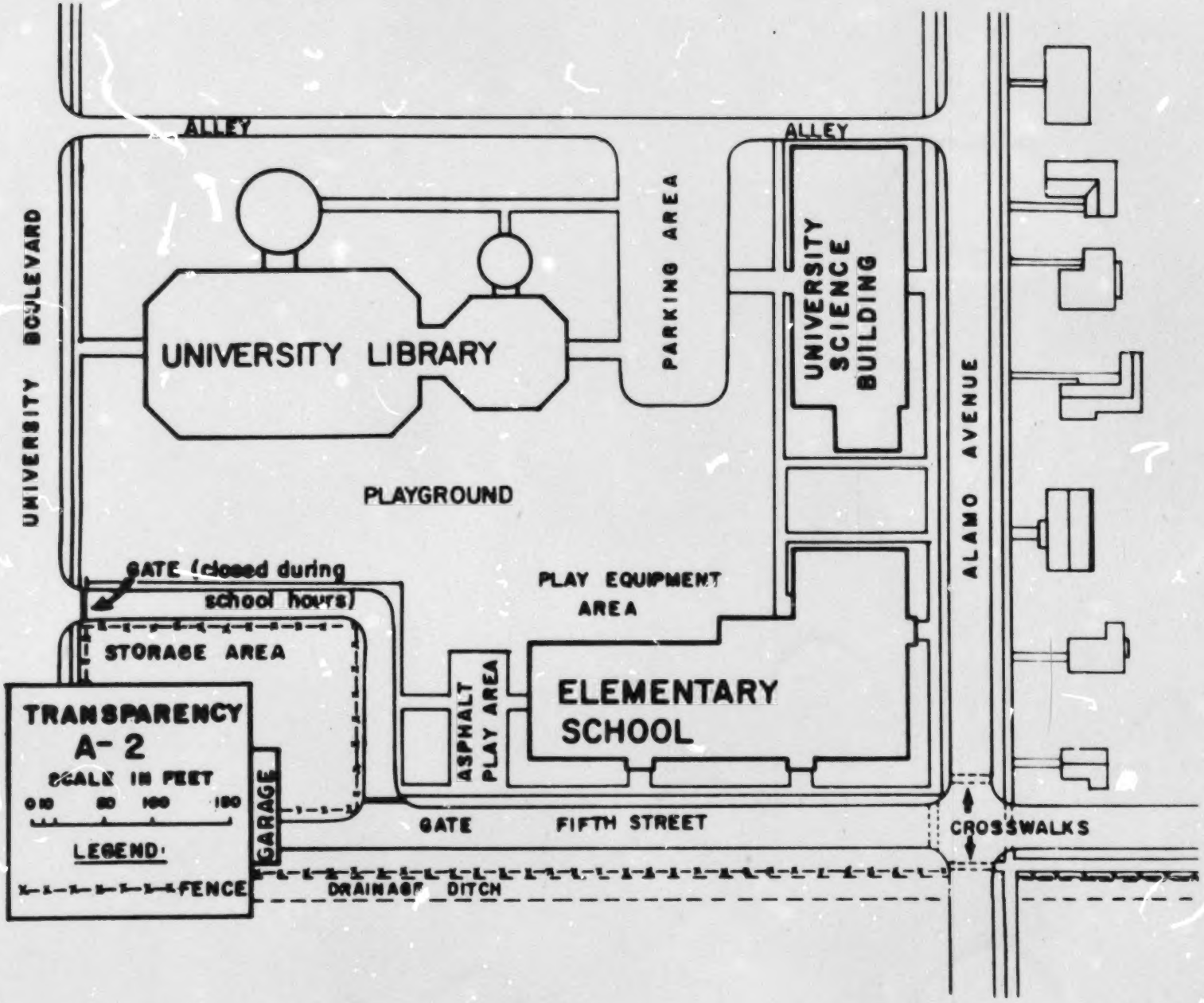
GARAGE
GATE
FIFTH STREET
CROSSWALKS
DRAINAGE DITCH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ALLEY
UNIVERSITY BOULEVARD
UNIVERSITY LIBRARY
PARKING AREA
UNIVERSITY SCIENCE BUILDING
ALAMO AVENUE
PLAYGROUND
GATE (closed during school hours)
PLAY EQUIPMENT AREA
STORAGE AREA
ASPHALT PLAY AREA
ELEMENTARY SCHOOL
TRANSPARENCY
A-2
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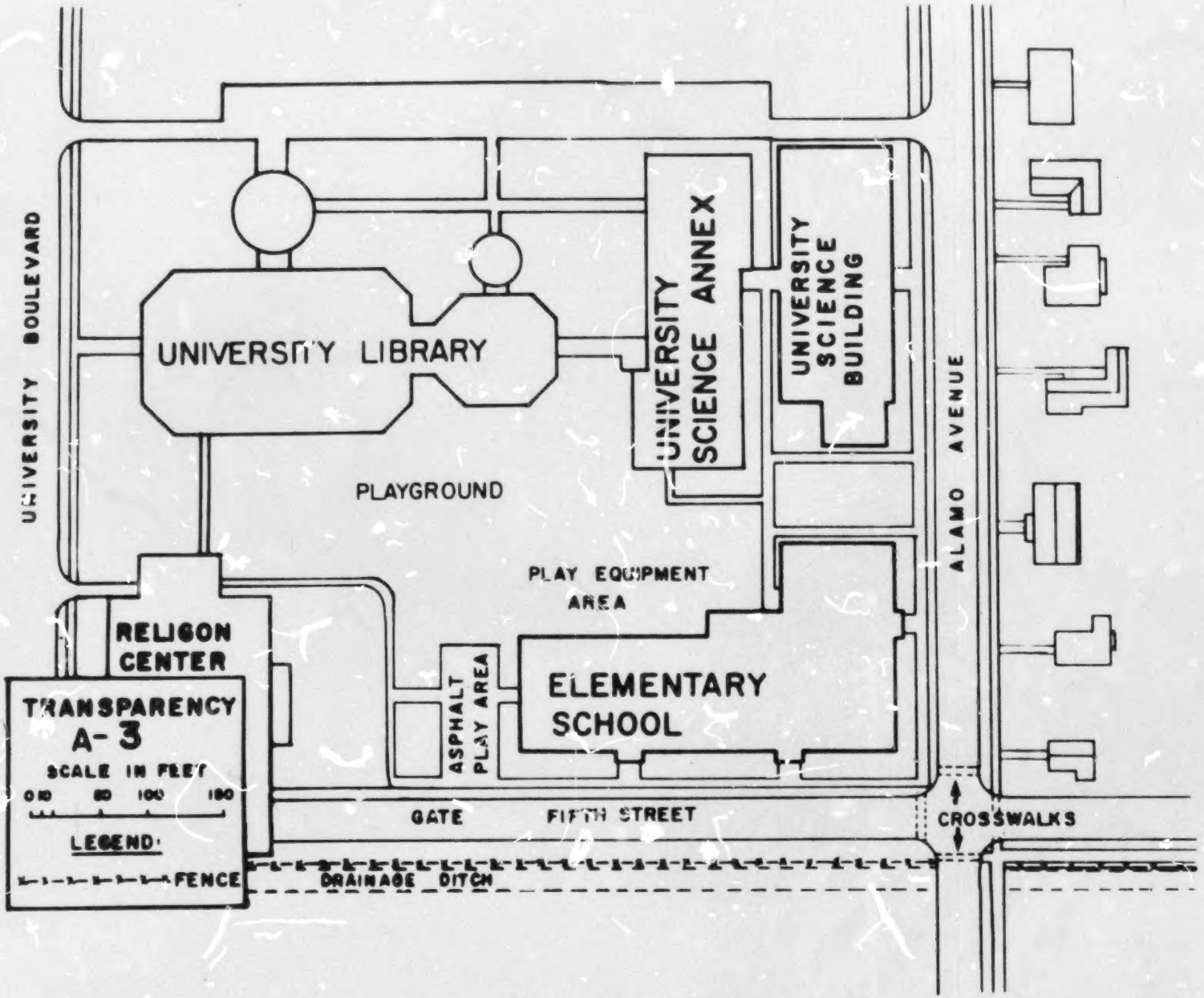
GARAGE
GATE
FIFTH STREET
CROSSWALKS
DRAINAGE DITCH


UNIVERSITY BOULEVARD
UNIVERSITY LIBRARY
UNIVERSITY SCIENCE ANNEX
UNIVERSITY SCIENCE BUILDING
ALAMO AVENUE
PLAYGROUND
PLAY EQUIPMENT AREA
RELIGON CENTER
ASPHALT PLAY AREA
ELEMENTARY SCHOOL
TRANSPARENCY A-3
SCALE IN FEET
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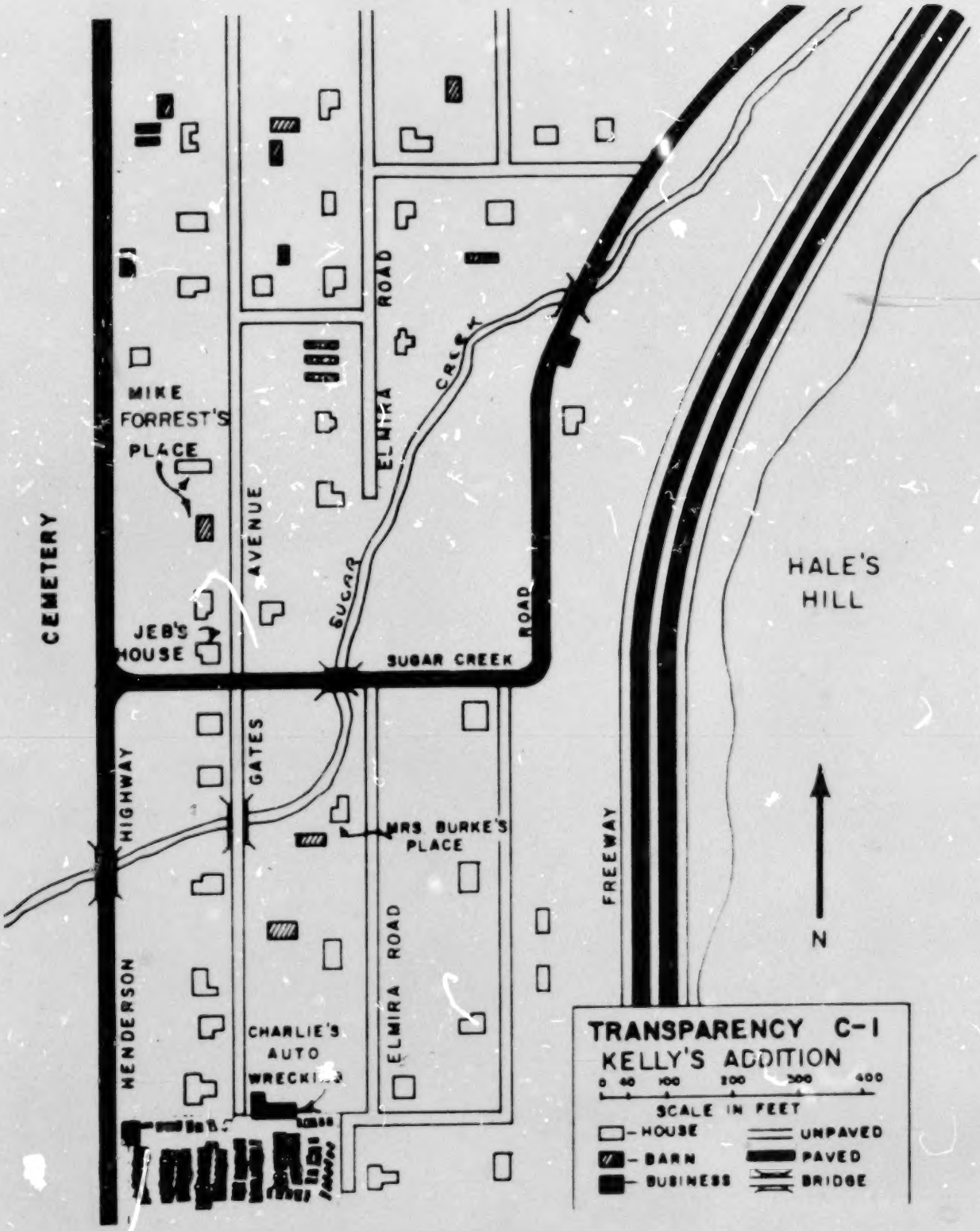
LEGEND:
FENCE
GATE
FIFTH STREET
CROSSWALKS
DRAINAGE DITCH


CEMETERY
MIKE FORREST'S PLACE
JEB'S HOUSE
AVENUE
ELMIRA ROAD
SUGAR CREEK
SUGAR CREEK ROAD
HALE'S HILL
HIGHWAY
GATES
MRS BURKE'S PLACE
FREEWAY
HENDERSON
CHARLIE'S AUTO WRECKING
ELMIRA ROAD
N
TRANSPARENCY C-1
KELLY'S ADDITION
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SCALE IN FEET
HOUSE
BARN
BUSINESS
UNPAVED
PAVED
BRIDGE